Student Handbook 2022-2023

Academic Nursing Programs

Doctor of Medicine Program

Graduate School of Arts and Sciences – Biomedical Sciences

Physician Assistant Program

7/18/2022
Who We Are

Wake Forest University School of Medicine is a top-ranked medical school founded by Wake Forest University and fully integrated into the Atrium Health Wake Forest Baptist system. Our students, residents and fellows have access to the finest learning environments along with the full breadth of clinical facilities in our system that draw a wide range of patients and case types from across a multi-state region. Students, residents and fellows will spend the majority of their time at our Winston-Salem locations in the Innovation Quarter and at Atrium Health Wake Forest Baptist Medical Center.

Each year, approximately 2,000 medical, physician assistant and Academic Nursing students, medical residents and fellows, and graduate students in basic sciences and allied health care professions attend Wake Forest University School of Medicine and learn from more than 1,200 members of the faculty. Through state-of-the-art technologies and an experiential curriculum that simulates real clinical events in inpatient and outpatient settings, students are learning the skills needed for the next generation of health care leaders.

With campuses at Atrium Health Wake Forest Baptist in Winston Salem and Charlotte along with our Wake Forest Innovation Quarter students, researchers and faculty at Wake Forest University School of Medicine all strive to become lifelong learners and everywhere they go is an opportunity for education.

Wake Forest Innovation Quarter
Wake Forest University School of Medicine serves as a catalyst for economic development in downtown Winston-Salem through the decades-long development of real estate for use and lease as office and laboratory space and commercial communities in its mixed-use innovation district, Wake Forest Innovation Quarter.

Several major School of Medicine research and educational facilities are located within the Wake Forest Innovation Quarter, including the Bowman Gray Center for Medical Education, Wake Forest Biotech Place and the Richard Dean building, which houses the Wake Forest Institute for Regenerative Medicine.

Wake Forest University School of Medicine Charlotte
Based at Carolinas Medical Center, Wake Forest University School of Medicine Charlotte provides a longitudinal integrated curriculum for third- and fourth-year medical students. This course of study applies best clinical practices, current technologies and relationships with patients.

Atrium Health Wake Forest Baptist
The Atrium Health Wake Forest Baptist campus is an 885-bed, tertiary care center close to downtown Winston-Salem, NC. Included within its walls are our NCI-designated cancer center; our nationally recognized center for aging and Alzheimer’s; a children’s hospital, centers for stroke and burn; offices of our senior leadership, faculty and house officers; and many other vital and specialized medical services.

Awards and Accolades

Our PA Program is ranked #7 in the country
Our Nurse Anesthesia Program is ranked #10 in the country
The School of Medicine is ranked #47 in research nationwide
Mission

Atrium Health Wake Forest Baptist’s mission is to improve the health of our region, state, and nation by:

- Generating and translating knowledge to prevent, diagnose and treat disease.
- Training leaders in health care and biomedical science.
- Serving as the premier health system in our region, with specific centers of excellence recognized as national and international care destinations.

Vision

- To be the first and best choice for care.

Culture Commitments

- We create a space where all BELONG
- We WORK AS ONE to make great things happen
- We earn TRUST in all we do
- We INNOVATE to better the now and create the future
- We drive for EXCELLENCE – always

Our Patient and Family Promise

We will:

- Keep you safe.
- Care for you.
- Involve you and your family.
- Respect you and your time.
Introduction

The information in this student handbook applies to the academic year 2022-2023. Wake Forest University School of Medicine reserves the right to change policies and procedures at any time and without prior notice. Additionally, errors and omissions in published documents (written or electronic) may be corrected at any time.

PLEASE NOTE:

- The policies included in this Handbook may not be the most current versions available. For the most recent version of policies, students should access PolicyTech on the institutional policy site.

- Wake Forest School of Medicine maintains policies that apply to all SOM students, including policies on health requirements and immunizations, disability accommodations, refunds of tuition, financial aid, education records, appeal of dismissal, substance abuse, and sexual misconduct. Students are strongly urged to familiarize themselves with these policies on the institutional policy site.

- Circumstances may arise during a term that cause significant disruptions to School of Medicine and/or Graduate School operations and result in the closing of campus or a change in course modalities. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance like or unlike any circumstance mentioned above, which is beyond the reasonable control or authority of the School of Medicine and/or the Graduate School.

- The student handbook contains only a subset of policies for students. Additional information is posted on the Atrium Health Wake Forest Baptist PolicyTech Site, as well as program specific websites, handbooks, or bulletins. Students who are uncertain about how to access program specific information should contact their program director.

Each student is provided with an email account. Atrium Health Wake Forest Baptist Email accounts are used for official communication. All students are expected to check and respond to email in a timely manner.

Each student is provided with an identification badge. Badges must be worn at all times while on campus. Further details may be found in the Employee Identification Policy.

Effective October 9, 2020, and as part of an integration with Atrium Health, an agreement was entered into by and among Wake Forest University (WFU), Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Wake Forest University Baptist Medical Center (WFUBMC) and Atrium Health, Inc. (AHI), in conjunction with a separate “Enterprise Agreement” between WFUBMC and AHI, under which agreement WFUMC is contractually authorized to:

- Govern, through its board, all Medical Center operations and assets (subject to reserved powers or approval of NCBH, AHI and WFUWFUHS on select issues).
- Operate NCBH and WFUHS (including the School of Medicine and its faculty), and their respective subsidiaries and affiliates.

Policies which apply to Atrium Health Wake Forest Baptist (AHWFBH) clinics, affiliates, and other locations and/or specifically to the Medical Center (WFBMC) are designated as AHWFBH policies and all faculty, staff and students are required to abide by the policies as noted in each policy.

Policies which apply to the education and learning environment and are specific to students enrolled in and/or taking courses as part of the Wake Forest University School of Medicine (WFUSM) or Graduate School of Arts and Sciences – Biomedical Sciences are designated as WFUSM/WFU policies and students are required to abide by these policies.

As required by The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, information provided in the Annual Crime and Fire Report may be found at the Medical Center Security Services website: http://www.wakehealth.edu/Security/. This report will be mailed to anyone requesting a copy. Anyone may obtain a copy at Wake Forest Baptist Health Security Administration office located in Meads Hall, Ground Floor, Suite C.
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Compliance Resources for all School of Medicine Students

The Office of Education Institutional Effectiveness and Compliance

The Office of Education Institutional Effectiveness and Compliance (OEIEC) oversees accreditation compliance, assists programs in developing outcomes, and assesses overall effectiveness of the school by regularly and systematically ensuring alignment of processes and expected outcomes with the mission statement and the strategic goals of Wake Forest University School of Medicine.

The Office of Education Institutional Effectiveness is home to The Wake Forest University School of Medicine’s compliance department. Our compliance team helps to draft and update policy and tackles Learning Environment and Professional concerns through our Learning Environment Liaison.

Learning Environment Liaison (Formerly Student Advocate)

The Learning Environment Liaison serves as a central resource for reporting mistreatment or unprofessional behavior in the learning environment for all WFUSM learners (MD, Graduate, PA, and Academic Nursing), as well as for visiting students, non-WFUSM clinical students, and non-affiliated student interns.

Students may report a mistreatment or professionalism concern to the Office of Student Affairs through the following avenues:

- Via online reporting form in Service Now (accessible on your desktop or by using the following link: https://wakehealth.service-now.com/aclab)
- Via phone at Sarah Riney, 336-713-3352
- Via email at Sarah Riney, sriney@wakehealth.edu
- In person at Bowman Gray Center for Medical Education, 1st floor, Sarah Riney, Office 1327

Accreditation

Wake Forest University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, and doctorate degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Wake Forest University. Information regarding filing a complaint with SACSCOC may be found at: https://sacscoc.org/app/uploads/2020/01/ComplaintPolicy-1.pdf

The Doctor of Medicine program is accredited by the Liaison Committee on Medical Education (LCME). Graduates of the program are awarded the Doctor of Medicine degree. Information regarding filing a complaint with LCME may be found at: https://lcme.org/contact/complaints/

The Physician Assistant Program is a graduate level program that awards a Master of Medical Science (MMS) degree after 24 months of study. The Wake Forest PA Program is approved by the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) for 64 students at our Winston-Salem campus and up to 32 students at our expanded campus at Appalachian State University in Boone, NC. Accreditation for the Boone cohort was granted in September 2013, and the first students enrolled in June 2014. The Boone campus has also been approved by SACSCOC. Information regarding filing a complaint with ARC-PA may be found at: http://www.arc-pa.org/wp-content/uploads/2020/06/Concerns-about-Program-Compliance-with- Policies-or-Standards.pdf

The Nurse Anesthesia Program is a graduate level program that awards a Master of Science (MS) degree. This program is currently on a 10-year accreditation by the Council on Accreditation of Nurse Anesthesia Education Programs (222 South Prospect Avenue, Park Ridge, Illinois 60068; 847-655-1160) with “no progress required” in 2015. This is the maximum accreditation period possible, which is granted to few programs. This program has also been granted full accreditation by the International Federation of Nurse Anesthetists. The WFU Nurse Anesthesia program was the first program in the country,
and only the second in the world to receive this level of international accreditation. Information regarding filing a complaint with COACRNA may be found at: https://www.coacrna.org/contact-us/concerns/

The Doctor of Nursing Practice is a graduate level post-master’s program that awards a Doctor in Nursing Practice (DNP). The post- masters DNP program will be offered mostly online. Because most students will be currently working RNs, the post-master’s DNP will be offered as a part-time, 2-year program with online courses and four intensive in person sessions.

The Genetic Counseling Program is a graduate-level program that awards a Master of Science degree. This program is offered in the Graduate School of Biomedical Sciences. The Genetic Counseling program was accredited by the Accreditation Council for Genetic Counseling (7918 Jones Branch Drive, Suite 300, McLean, VA 22102, phone: (703) 506-7667) on December 7, 2020, as an Accredited New Program. This accreditation will be reviewed in 2024 at which time the application for Accredited Program will be determined. Information regarding the Genetic Counseling accreditation can be found: https://www.gceducation.org/

The Licensure Division of the University of North Carolina System Office serves as the official state entity to receive complaints concerning post-secondary institutions that are authorized to operate in North Carolina. Information regarding filing a complaint may be found at: https://www.northcarolina.edu/post-secondary-education-complaints/

**Student Compliance Requirements:**
Below is a list of documents that are acknowledged at orientation and annually thereafter by all students. In addition to these documents, students may be asked to acknowledge program specific policies and/or procedures.

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Compliance Policies For All School of Medicine Students

Academic Nursing, Doctor of Medicine, Graduate School of Arts
and Sciences-Biomedical Sciences, and Physician Assistant

The Wake Forest University School of Medicine, inclusive of the Academic Nursing, Physician Assistant (PA), and Undergraduate Medical Educational (MD) programs, and the Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences Programs (hereinafter jointly referred to as “School”) are committed to diversity, inclusion, and the spirit of Pro Humanitate. In adherence with applicable laws and as provided by School policies, the School prohibits discrimination in its educational programs, admissions, and activities on the basis of race, color, religion, national origin, sex, age, sexual orientation, gender identity and expression, genetic information, disability, and veteran status.

Inquiries regarding nondiscrimination policies should be directed to:

Aishah Casseus
Title IX Coordinator
Section 504/ADA Coordinator
titleixcoordinator@wfu.edu
Reynolda Hall 307
Winston-Salem, NC 27106
336-758-7258

Sarah Riney
Learning Environment Liaison(Formerly Student Advocate)
sriney@wakehealth.edu
336-713-3352

For information regarding the nondiscrimination policies in employment practices for Wake Forest Baptist Health, see the Equal Employment Opportunity Policy. Information about employment practices may also be obtained by contacting:

Employee Relations:
Peoplelink.wakehealth.edu
336-716-6464

Inquiries concerning the application of anti-discrimination laws may be referred to the individuals listed above or to the Office for Civil Rights, United States Department of Education. For further information on notice of nondiscrimination, visit https://www2.ed.gov/about/offices/list/ocr/index.html for the address and phone number of the U.S. Department of Education office that services your area, or call 1-800-421-3481.
Diversity and Inclusion

Wake Forest Baptist Health has adopted the AAMC definitions of diversity and inclusion which are:

**Diversity**

Diversity as a core value embodies inclusiveness, mutual respect, and multiple perspectives and serves as a catalyst for change resulting in health equity. In this context, we are mindful of all aspects of human differences such as socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, and age.

**Inclusion**

Inclusion is a core element for successfully achieving diversity. Inclusion is achieved by nurturing the climate and culture of the institution through professional development, education, policy, and practice. The objective is creating a climate that fosters belonging, respect, and value for all and encourages engagement and connection throughout the institution and community.

The following statements are specific to Wake Forest University School of Medicine and Wake Forest Baptist Health:

- We believe that diversity and inclusion are integral to achieving excellence and quality health outcomes for all.
- We believe that achieving the mission of the Medical Center requires the creation and maintenance of a work and educational environment that embodies diversity and inclusion.
- We believe in the unlimited value of a diverse workforce at all levels of our Medical Center.
- We embrace the definition of the Association of American Medical Colleges (AAMC) for diversity, including the recognition that diversity is not limited to race and ethnicity, but must also take account of socioeconomic status, sexual orientation, religious commitment, physical ability, and all of the experiences that enrich our lives.
- We believe that in order to eliminate the pervasive health disparities that exist in our region and country, we must recruit, retain, and train a diverse cadre of faculty, staff, and trainees.
- We believe that our educational programs should enable health care professionals to provide culturally competent care and address health disparities.
- We believe our Medical Center should actively engage with our local and regional communities to advance health equity.
Ethical Behavior

General Policy Statement
It is the policy of Wake Forest Baptist Health (WFBH), (which includes Wake Forest Baptist Medical Center, North Carolina Baptist Hospital, Lexington Medical Center, Davie Medical Center, Wilkes Regional Medical Center, High Point Medical Center and other clinical subsidiaries/affiliates), Wake Forest University Health Sciences, Wake Forest School of Medicine, and Wake Forest Innovations, to encourage its Board of Directors, officers, faculty and staff to engage in ethical behavior in all aspects of business. This includes but is not limited to marketing, admission, transfer, discharge, billing practices, and relationships with other health care providers, educational institutions, and payers.

Scope: This policy applies to all persons who represent WFBH in their dealings with others, including governing board members, medical staff and other faculty, students, house staff, employees, volunteers, and contract providers and their employees.

Policy Guidelines:
Purpose: The purpose of this policy is to maintain appropriate standards of ethical and legal behavior by providing guidance to all persons who represent WFBH.

Procedure: WFBH has established a Mission, a Vision, Values, and a Code of Conduct as ethical behavior guides for all persons representing WFBH to follow. Ethical behavior is the responsibility of each employee or agent of the organization. WFBH management and support functions are responsible for providing employees with the necessary information to perform their responsibilities in a way that is both ethical and in accordance with all applicable laws, regulations, and good healthcare/business practices. WFBH has an Audit and Compliance Office to support and monitor the efforts of management, faculty, and staff for compliance.

A. Mission: WFBH’s Mission and Mission Statement define the purposes for existence of WFBH.

B. Vision: WFBH’s Vision Statement defines how WFBH defines itself as an organization fulfilling its mission and focusing on the future.

C. Values: WFBH’s Values are the principles by which WFBH seeks to meet and achieve the Mission and Vision.

D. Code of Conduct: The Code of Conduct provides practical actions, examples, and illustrations to guide the performance of our work and interactions to help us ensure that we are working in compliance with applicable laws and regulations. It helps us understand what are and are not appropriate actions for us at work.

E. Leadership: The leadership, supervisory, and support staff at WFBH are here to guide faculty and staff in doing their jobs, to provide the tools and information for ethical conduct, and to ensure effective and efficient performance by the employees. Faculty and staff raising compliance or ethical questions or concerns in good faith to leadership, support personnel, or the Audit and Compliance Office are appreciated and must not be subjected to retaliation or retribution.

F. Audit and Compliance Office: The Audit and Compliance Office is a resource to actively promote ethical and compliant behavior. The Office works with leadership and support services to evaluate and research compliance concerns and to educate staff on the expectation for ethical behavior, the Code of Conduct, and the overall program for WFBH corporate behavior. The program includes an employee hotline for reporting questions and concerns and should meet all significant requirements of the U.S. Sentencing Commission Guidelines and the Model Compliance Program established by the Office of the Inspector General (OIG) of Health and Human Services (including all updates and supplements).

G. Guidance and Resources: The Mission, Vision, Values, and the Code of Conduct require high moral and ethical standards for all WFBH activities. Specific areas requiring accurate information and honest behavior by our employees or agents include, but are not limited to, marketing, admissions/transfers/discharges, billing/collections, patient rights (including suspected victims of abuse or neglect, research subjects, etc.), and the resolution of conflicts. These issues are addressed through WFBH policies.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Student Supplement

The information on this page is separate from the AHWFB Code of Conduct. It contains information that focuses on the student environment at Wake Forest University School of Medicine and is intended to supplement the information contained in the Code of Conduct and can be found on the web here.

From the Code of Conduct

We maintain a professional environment that supports the development of our trainees and students.

- We support and nurture the development and wellness of our trainees and students.
- We comply with all applicable laws and regulations of our accredited education programs.
- We use the Student Handbook as a guide and resource.
- We are fair and impartial in grading, evaluations, promotions and grievances, and follow our policies and procedures for addressing concerns.
- We comply with all statutes and regulations that protect the privacy of education records.

Additional Student-Focused Guiding Principles

Respect

- We educate students from a wide range of backgrounds and respect differences in each individual's heritage and goals.
- We are committed to administer all educational activities without discrimination because of race, religion, national origin, age, sex, sexual orientation, veteran status, handicapped status or disability as required by law.
- We respect the individual choices that students make for career paths.
- We create an atmosphere which encourages learning, characterized by cooperation and respectful relations with the patient population served.
- We deal with professional, staff and peer members of the learning team and health care team in a considerate manner and with a spirit of cooperation.
- We act with an egalitarian spirit toward all persons encountered in a professional capacity, regardless of race, religion, gender, sexual preference, age, disability or socioeconomic status.

Conflicts of Interest

- We do not permit romantic relationships between faculty/staff and students in which the faculty or staff member has authority or influence over the academic progress of the student.

Confidentiality

- We comply with the Family Educational Rights and Privacy Act (FERPA).
- We avoid discussing the evaluation of a student with individuals not appropriately involved in their education other than as a reference for career opportunities for that student.

Ethical Behavior

- We refrain from knowingly making false statements for the purposes of acquiring financial aid.
- We appropriately attribute research work completed by student(s).
- We comply with the Honor Code as it pertains to each education program and adhere to academic integrity.

Last Updated 5/20/2021
WFBH Sexual Harassment and Sexual Misconduct Policy

Please visit PolicyTech to view this policy in its entirety.
Information can also be found at: https://school.wakehealth.edu/education-and-training/student-affairs/title-ix

Our Belief

Atrium Health Wake Forest Baptist Medical Center (hereinafter WFBMC or the University) is committed to providing programs, activities, and a safe academic and working environment that is free from sex discrimination (including discrimination on the basis of sex, sexual orientation, gender identity, and gender expression) and sexual misconduct (including sexual harassment, sexual assault, domestic violence, dating violence, and stalking).

When students or employees experience acts of sexual misconduct (i.e., sexual assault, stalking, dating violence, domestic violence), their sense of safety and trust is violated and this can significantly interfere with their success at the University. Our community expects that all interpersonal relationships and interactions – especially those of an intimate nature – are based upon values of mutual respect, dignity, responsibility, open communication, and clear consent.

Sexual misconduct is a violation of the institution’s values and policies and presents a barrier to fulfilling the University’s missions. Sexual misconduct will now be tolerated at the University and is expressly prohibited.

Responding to incidents of sexual misconduct can be challenging, whether you are the person harmed or someone trying to help. All of us play a vital role in making our campus a respectful and safe place to learn, work, and live. The University provides assistance and intervention to survivors of sexual misconduct to support their continued progress at the University. The University offers a coordinated response that include police and Title IX investigations, student conduct process, victim and respondent assistance, and counseling.

The Title IX Office; Student Wellness Services; School of Medicine, Office of Student Affairs; and the Department of Physician Assistant Studies are the primary units that coordinate support services, victim assistance, and referrals for student victims and/or student respondents of sexual misconduct. We recognize that not all victims will want to pursue complaints and therefore the campus provides confidential places for students to receive support.

The University takes all complaints and accusations of sexual misconduct seriously. We welcome your involvement in our mission to foster a campus environment that strives to prevent sexual misconduct and promotes the reporting of sexual misconduct, compassionate responses to survivors of sexual violence, and equitable treatment of complainants and respondents. The university imposes strict sanctions against those found responsible for sexual misconduct and assists survivors in the pursuit of campus, civil and legal remedies. Retaliation is strictly prohibited in connection with any reports of possible sexual misconduct.

Sexual Offense Prevention and Response Resources

We are here to support you. We want you to know that whatever may have happened it is not your fault. The University has a number of offices that respond to students who have experienced sexual assault, dating/domestic violence and stalking and works closely with community advocacy services. The most important concern is that you get safe, get help and get medical attention.

Medical Attention

Getting medical attention is important for addressing the physical consequences of any type of assault, even if you do not wish to press charges or collect evidence.

If you can, seeking medical attention within 24 hours of a sexual assault is the ideal for medical and preventative treatment. Survivors of sexual or physical assault can have health issues that include bruising, cuts abrasions, internal injuries not readily apparent or broken bones. Sexual assault survivors can also have additional health concerns such as: tearing or bruising of the labia, vaginal or anal wall, or urethra; sexually transmitted infections such as chlamydia, gonorrhea, and herpes; pregnancy; and HIV.

To seek medical assistance, you can go to a hospital emergency room, clinic or your primary care physician.
IMPORTANT INFORMATION FOR INDIVIDUALS WHO MAY BE VICTIMS OF SEXUAL HARASSMENT, SEXUAL MISCONDUCT, SEXUAL ASSAULT, DATING VIOLENCE, DOMESTIC VIOLENCE, OR STALKING:

If you or someone you know may have been a victim of the behaviors listed above or any other type of violence, you are strongly encouraged to seek immediate assistance.

ASSISTANCE CAN BE OBTAINED 24 HOURS A DAY, 7 DAYS A WEEK, FROM:

The Winston-Salem Police Department
101 N. Main ST., Winston-Salem, NC 27101
Emergency: 911
Non- Emergency: 336-773-7700

Atrium Health Wake Forest Baptist Security Services
Medical Center BLVD., Winston-Salem, NC 27157
Emergency: 336-716-9111
Non- Emergency: 336-716-3305

During business hours (8:30 a.m. to 5:00 p.m., Monday through Friday), you are also strongly encouraged to contact one of the following individuals:

Aishah Casseus, Director Title IX
336-758-7258; casseua@wfu.edu
Reynolda Hall, Suite 307

Jessica Telligman, Assistant Director Title IX
336-758-4997; telligjr@wfu.edu
Reynolda Hall, Suite 307

Sarah Riney, Deputy Title IX Coordinator
336-713-3352; sriney@wakehealth.edu

Tanya Gregory, Deputy Title IX Coordinator
336-713-0819; tgregory@wakehealth.edu

Counseling & Well-Being Services
Bowman Gray Center for Medical Education (“BGCME”) 1st Floor, Behind Medical Grounds
counselingservices@wakehealth.edu

Employee Assistance Program
336-716-5493

Wake Forest School of Medicine Faculty Ombuds Office
Jeff Weiner, PhD, Faculty Ombuds
FacultyOmbuds@wakehealth.edu

Please review the full WFBH Sexual Harassment and Sexual Misconduct Policy in our PolicyTech system.
Wake Forest University School of Medicine Policies
Click on the title of the policy you want, to be taken directly to that document

Conflict of Interest Related to Student Evaluation/Assessment Policy
Policy and Procedures for Student Disability Accommodations
Student Appeal of Dismissal Policy
Anti-Harassment Policy
Student Substance Abuse Policy
Student Health Insurance Requirements and Responsibilities
Medical Health Requirements and Student Immunization Policy
Effects of Infectious Disease or Disability on Student Learning Activities
Policy on Student Records
Information Security Policy
Distance Education Policy
Conflict of Interest Related to Student Evaluation/Assessment Policy

General Policy Statement:
Faculty members and other university representatives who provide academic Assessment of Students should be free from conflicting relationships with the students. All Wake Forest Baptist Medical Center (WF BMC) faculty and staff, as well as Third Parties responsible for assessing Students and Students are responsible for complying with this policy.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Program Specific Process for Reporting Conflict of Interest:

MD Program:
As course coordinators/clerkship coordinators are preparing your schedules, we would like to ask you to submit any potential conflicts of interest you foresee during your courses, clerkships, and rotations.
Conflicts of interest important to consider include but are not limited to:
- You are an immediate family member of the individual.
- You are in a consensual relationship with the individual.
- You have a personal financial relationship with the individual.
- You have received medical or mental healthcare from the individual.
- Any other issue not included in the above-mentioned situations you may perceive as a conflict (additional information about the nature of the perceived conflict may be requested under this circumstance).

To report a Conflict of Interest, click on the link below. Please provide the full name (first and last) of any faculty or house officer in a department(s) or section(s) with whom you perceive as having a conflict of interest. This information will be forwarded to the Senior Associate Dean of Healthcare Education and his/her designee (such as course coordinators and directors) for consideration and, if necessary, management.

Year 1 and Year 2 students can report a conflict of interest HERE.
Year 3 and Year 4 students can report a conflict of interest HERE.

Academic Nursing:
A student who has personal, familial, or business relationships with a faculty member or supervisor must disclose such relationships to the department director, who will determine appropriate duty assignments, based upon the type of relationship which exists.

PA Program:
A conflict of interest is a situation in which personal considerations including financial have the potential to compromise or bias professional judgment and objectivity. Students are required to notify the PA Program of any potential conflicts of interest you foresee during your courses, rotations, or the curriculum during your participation in the PA program.

Conflicts of interest important to consider include but are not limited to:
- You are an immediate family member of the individual.
- You are in a consensual relationship with the individual.
- You have a personal financial relationship with the individual.
- You are receiving current medical care from the individual.
- Any other issue not included in the above-mentioned situations you may perceive as a conflict (additional information about the nature of the perceived conflict may be requested under this circumstance).

To report a conflict of interest please email the Director of Student Services with the full name of any faculty member, staff member, clinician, or clinical preceptor with whom you perceive a conflict of interest and the reason for the conflict. The Director of Student Services (DSS) or designee will respond as necessary. If you perceive a conflict of interest with the Director of Student Services, email the Chair of PA Studies.

Graduate Program:
Please contact the Graduate School of Arts and Sciences, Biomedical Sciences for information on how to report a conflict of interest.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Student Disability Accommodation Requests Policy and Procedures

PURPOSE
Wake Forest University is committed to ensuring that no qualified student with a properly documented disability is excluded from participation in, subjected to discrimination in connection with, or denied the benefits of any University program or activity due to the student’s disability. To that end, the University provides reasonable accommodations to enable qualified students with properly documented disabilities equal access to University programs and activities. The Policy and Procedures for Student Disability Accommodation Requests (the “Policy”) sets forth the policy and procedures applicable to student disability accommodation requests.

SCOPE
This policy applies to any disability accommodation request made by any University undergraduate, graduate, or professional student (including students of the Wake Forest School of Medicine Academic Nursing, Physician Assistant (PA), and Undergraduate Medical Education (MD) programs, and the Graduate School of Arts and Sciences, Biomedical Sciences program) regardless of the type of disability involved and regardless of the University program or activity in which the student is enrolled and/or participating.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here. Please review our Student Disability Grievance Procedure here.

Students with a wide range of learning and other documented disabilities may also receive academic support, accommodations, training, and advocacy through CLASS. Please visit the Center for Learning, Access, and Student Success at https://class.wfu.edu/

Student Appeal of Dismissal Policy

PURPOSE
The purpose of this policy is to describe the process the Wake Forest University School of Medicine will follow to address an appeal from a Student regarding a dismissal decision.

SCOPE
This policy applies to All Wake Forest University School of Medicine Students, faculty and staff are responsible for complying with this policy with the following exception. Students, faculty and staff of the Wake Forest University Graduate School of Arts and Sciences, Biomedical Sciences, should refer to the “Graduate Student Academic Grievance Procedures” found in the Wake Forest University Graduate School of Arts and Sciences Student Handbook.

A Student who wishes to appeal a dismissal decision must make a formal request for appeal in writing (which may include electronic mail) to his/her program manager or designee within seven (7) business days of notification of the dismissal.

During the dismissal appeal process, the Student will not actively participate in his/her program and will follow the dismissal policy and/or exit procedures of the program.

The Student’s written appeal must specify which of the following grounds for appeal applies and must set forth specific facts to explain why, with any supporting materials.
1. Procedural error as set forth in the policy;
2. Sanction was inappropriate based on the circumstances; and/or
3. Additional evidence is now available that was unavailable at the time the decision to dismiss was made.

A Student’s appeal of the dismissal decision and the decision by the Appeals Committee to uphold or reverse the dismissal decision may be made only if at least one of the grounds for appeal (above) was established to the satisfaction of the Appeals Committee.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Anti-Harassment Policy

Wake Forest School of Medicine is committed to maintaining an educational and working environment free of discrimination. Discrimination or harassment of any employee or student based on sex, race, color, religion, national origin, sexual orientation, gender identity, age, or disability will not be tolerated. Individuals found to be in violation of this policy will be subject to disciplinary action which may include written warning, demotion, transfer, suspension, expulsion, or dismissal. Individuals who, in good faith, report harassment or present evidence in a harassment investigation are protected from retaliation. Acts of retaliation are a violation of this policy and are prohibited by law, even if a claim of discrimination later is proven to be unfounded.

Sexual/Gender Harassment

Sexual and gender harassment are forms of sex discrimination. They are illegal under applicable law and a violation of school policy.

Complaints regarding sexual/gender harassment allegedly committed by students of Wake Forest School of Medicine should be reported and will be addressed in accordance with the Wake Forest School of Medicine Student Sexual Misconduct Policy.

Complaints regarding sexual/gender harassment allegedly committed by faculty or staff members should be reported and will be addressed in accordance with the Wake Forest Baptist Medical Center Harassment Policy.

Other Harassment in the Work or Academic Environment

Harassment on the basis of race, color, religion, or national origin is a form of unlawful discrimination and is prohibited. When harassment based on race, color, religion, or national origin has the “purpose or effect of substantially interfering with an individual’s work or academic performance or creating an intimidating, hostile, or offensive working or educational environment,” it rises to the level of prohibited discrimination. In addition, these principles apply to harassment on the basis of age and disability under the Age Discrimination Act, the Age Discrimination in Employment Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, respectively. Finally, this policy also applies to harassment on the basis of sexual orientation and gender identity.

Examples of conduct that may rise to the level of discrimination include jokes that refer to race, color, religion, national origin, sexual orientation, gender identity or disability or that portray age in a negative light; the posting or distribution of cartoons, drawings, or any other material that adversely reflects on a person’s race, religion, national origin, disability, sexual orientation, gender identity or age; the use of “slurs” or other offensive language; practical jokes, horseplay, or teasing that tends to demean or ridicule a person’s race, religion, national origin, sexual orientation, gender identity or disability or that reflects negatively on a person’s age.

Procedure

Anyone who believes that he or she has been harassed or has observed or been subject to a violation of this Policy should promptly report the matter in accordance with this Policy. Staff members should report harassment to their supervisor, or the Vice President for Human Resources, or the Director of Employee Relations. Faculty members should report harassment to their chairs, the Senior Associate Dean for Faculty Affairs, or the Dean of the school. Students should report harassment to the appropriate manager of their applicable program or the Dean of the school. Any member of management who receives a complaint or observes conduct that may constitute a violation of this Policy is obligated to notify the Vice President for Human Resources or the Director of Employee Relations or, if students are involved, their house mentor, the appropriate manager of their applicable program, or the Dean of the school. The investigation and resolution of complaints alleging harassment on the basis of an individual’s disability will be coordinated by the institution’s Section 504/ADA Coordinator.

Complaints of harassment will be treated seriously and will be promptly investigated with reasonable steps being taken to protect the confidentiality of all parties. Information regarding the complaint procedure and supervisory responsibilities may be obtained from the Office of the Director of Employee Relations, who is available to provide guidance and assistance in the proper handling of any allegation. In all cases involving students, the Director of Employee Relations will coordinate his/her office’s response with the appropriate manager of the student’s educational program.

In determining whether conduct constitutes a violation of this Policy, those entrusted with carrying out this policy will look at the record as a whole and at the totality of the circumstances, such as the nature of the offensive conduct and the context in which the alleged incidents occurred. The determination of the suitability of a particular action will be made from the facts, on a case-by-case basis. Following an objective evaluation of the gathered information, the parties will be notified of the outcome of the investigation. Employees and students utilizing this process will be protected from retaliation.

Wake Forest Baptist Health has a separate Harassment Policy. For further information on the Medical Center’s policy please visit the Wake Forest Baptist Health PolicyTech site.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Student Substance Abuse Policy

GENERAL POLICY STATEMENT:
The Wake Forest University School of Medicine (WFSM) and the Graduate School of Arts and Sciences, Biomedical Sciences, (hereinafter jointly referred to as "School") are committed to providing a safe, healthy learning community for all its members. The School recognizes that the unlawful possession, use, or distribution of illicit drugs and unlawful or excessive use of alcohol by students may interfere with the mission of Wake Forest Baptist Medical Center by negatively affecting the health and safety of its patients, visitors, students, faculty, staff, and research subjects. In accordance with the DrugFree Schools and Communities Act, and to comply with the Drug-Free Schools and Campuses Regulations (EDGAR Part 86.100, Subpart B), this policy addresses the annual written notification to students of the following: standards of conduct, possible legal sanctions and penalties, statements of the health risks associated with alcohol and other drug use (AOD), the School's AOD programs available to students, and the disciplinary sanctions for violations of the standards of conduct. The School participates in the biennial review with Wake Forest University in providing confidential information which does not violate Family Educational Rights & Privacy Act (FERPA).

DEFINITIONS: For purposes of this Policy, the following terms and definitions apply:

Illegal use of drugs/alcohol: The unlawful manufacture, distribution, disposition, possession, and/or use of a controlled substance or alcohol as regulated by federal, state, and local laws. Misdemeanor and felony convictions for violating these laws can result in criminal penalties. Such penalties can range from fines and probation to denial or revocation of federal benefits (such as financial aid) to imprisonment and forfeiture of personal and real property.

An illegal drug is a controlled substance as defined by Title 21 US Code (USC) Controlled Substances Act, i.e., Subchapter I, Part A, Section 802, Subchapter I, Part B, Section 812, Part 1308 (Schedules I- V) and the North Carolina Controlled Substances Act: G.S. 90-86 through G.S. 90-113.8

An overview of federal laws governing the manufacture, possession, use and distribution of alcohol and illegal drugs is available at: https://niaaa.nih.gov/alcohol-health/alcohol-policy and Title 21 US Code (USC) Controlled Substances Act, i.e., Subchapter I, Part D; Subchapter I, Part A; and Subchapter I, Part C.

A summary of North Carolina alcohol and drug laws is available from the North Carolina General Statutes (G.S.) 18B-301, G.S. 18B-302, G.S. 18B-401; G.S. 20-138.1; and Article 5, North Carolina Controlled Substances Act: G.S. 90-86 through G.S. 90-113.8

Illegal drugs can include:
i. Prescription drugs unless validly prescribed by a student’s health care provider,
ii. Substances never intended for human consumption (such as glue)

Under the influence: affected by alcohol and/or other drugs or has recently consumed alcohol and/or other drugs in any detectable manner.

Trafficking in Illegal Drugs: The term “trafficking” is used in its generic sense, not in its specific application to selling, manufacturing, delivering, transporting, or possessing controlled substances in specified amounts as referenced in Article 5, North Carolina Controlled Substances Act.

Abusive use of alcohol or drugs: alcohol or drugs, whether available legally (such as cough syrup or other over-the-counter medications) or drugs for which a student has a valid prescription, that are taken or used in a manner not prescribed or inconsistent with recommended use.

POLICY GUIDELINES:

A. Annual Notification: This policy will be distributed in writing to all students to meet the annual notification requirement. Contents of the annual notification will include: standards of conduct, possible legal sanctions and penalties, statements of the health risks associated with alcohol and other drug use (AOD), the School’s AOD programs available to students, and the disciplinary sanctions for violations of the standards of conduct.

B. Standards of Conduct:
   i. The School prohibits the illegal use or the abusive use of alcohol or other legal drugs by any student on School property or at events that utilize the School’s name (i.e., Medical School Prom).
   ii. In accordance with local, North Carolina and Federal laws, the School prohibits the unlawful possession, use, manufacture, sales, or distribution of illegal drugs or drug paraphernalia by any student. North Carolina law
includes marijuana in the list of illegal drugs (North Carolina Controlled Substances Act, G.S. 90-94).

iii. The School prohibits its students from using prescription medications not prescribed for them. Students are expected to use only those prescription medications that are prescribed for them within the confines of a provider/patient relationship.

iv. The School prohibits its students from attending classes, participating in clinical rotations, or otherwise participating in or attending School or WFBMC activities or functions while under the influence of alcohol, chemicals, or drugs, including legally obtained prescription drugs, which impair one’s ability to perform normal activities.

v. Students must successfully pass the urine drug screening test administered during matriculation. As marijuana is not legal in the State of North Carolina, the urine drug screening will test for the presence of this substance.

vi. Students must comply with North Carolina state and federal law regarding alcohol. It is unlawful for any person less than 21 years of age to purchase or possess any alcoholic beverage. It is against the law for anyone to sell or give any alcoholic beverage to a person under 21 or to aid or abet such person in selling, purchasing or possessing any alcoholic beverage.

vii. Institutional funds will not be used for the purchase of alcohol for student-sponsored events.

viii. Student organizations can significantly improve personal safety and reduce liability by not providing alcohol to any person. If alcohol is to be present at a student-sponsored activity, the student organization will provide for the safety of the attendees and reduce its liability by ensuring that:
- Alcohol is not the focus of the event;
- Attractive alternative beverages are provided;
- Procedures are in place to prevent transfer, service, or sale to persons under the legal age of 21;
- Alcohol is not served from common or self-serve containers;
- Service complies with this Policy, as well as the rules of the facility;
- Designated non-drinking hosts are assigned to attend the event;
- Assistance is provided to any attendee who is intoxicated and needs alternative transportation home.
- Using a professional caterer or holding the event at a site provided by a vendor who is licensed to sell and serve alcohol consumed at the event are the only methods of serving alcoholic beverages.

ix. All students must notify their Program Manager(s) within five (5) days of any arrest, charge or conviction for a violation of federal and state drug or alcohol laws.

x. If a student is convicted for a violation of federal and state drug or alcohol laws after submitting the Free Application for Federal Student Aid (FAFSA), he/she must notify the Financial Aid Office within five (5) days of the conviction.

C) Description of applicable legal sanctions under local, State, or Federal law for the unlawful possession or distribution of illicit drugs and alcohol:

i. A full description of federal sanctions for drug felonies can be found at the Drug Enforcement Administration (DEA) webpage: https://www.dea.gov/druginfo/ftp3.shtml

ii. A full description of penalties for North Carolina drug violations can be found at the North Carolina Controlled Substances Act, General Statute (G.S.) 90-95: http://www.ncga.state.nc.us/EnactedLegislation/Statutes/HTML/ByArticle/Chap_ter_90/Article_5.html

iii. The penalties for violations of alcoholic beverage regulations are found in Chapter 18B of the North Carolina General Statutes: http://www.ncleg.net/gascripts/Statutes/StatutesTOC.pl?Chapter=0018B

Such penalties include imprisonment and heavy fines.

iv. Federal financial aid considerations: In accordance with 34 CFR 668.40 https://www.law.cornell.edu/cfr/text/34/668.40, a student who has been convicted of any offense under any Federal or State law involving the possession or sale of a controlled substance shall not be eligible to receive any grant, loan, or work assistance under Title IV federal student aid programs beginning on the date of such conviction and ending after the interval specified in the following table:

<table>
<thead>
<tr>
<th>Offense</th>
<th>Ineligibility Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Offense</td>
<td>1 year</td>
</tr>
<tr>
<td>Second Offense</td>
<td>2 years</td>
</tr>
</tbody>
</table>

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Sanctions imposed by the School:

(b) If convicted of the sale of a controlled substance:

<table>
<thead>
<tr>
<th>Offense</th>
<th>Ineligibility Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Offense</td>
<td>2 Years</td>
</tr>
<tr>
<td>Second Offense</td>
<td>Indefinite</td>
</tr>
</tbody>
</table>

(c) In the event a student is convicted of both possessing and selling illegal drugs, and the periods of ineligibility are different, the student will be ineligible for the longer period.

(d) A student whose eligibility has been suspended may resume eligibility before the end of the ineligibility period determined if:

- The conviction is reversed, set aside, or otherwise rendered invalid or
- The student satisfactorily completes an approved drug or alcohol rehabilitation program that includes passing two unannounced drug screening tests administered by an approved drug rehabilitation program.

The drug rehabilitation program referenced in this section is one that is administered or recognized by a Federally or State-licensed hospital, health clinic, or medical doctor.

(c) If a student is convicted of possessing or selling drugs after submitting the Free Application for Federal Student Aid (FAFSA), the student must notify the Financial Aid Office within five (5) days of the conviction.

D) Sanctions imposed by the School: The School will impose disciplinary sanctions, up to and including dismissal and referral for prosecution, on a student for violations of the standards of conduct required by paragraph 3a) of this policy as follows:

i. Any student who violates federal/North Carolina/local laws may be subject both to criminal prosecution and to disciplinary proceedings by the School.

ii. The penalties imposed by the School for students found to have violated applicable law or School policy will vary depending upon the nature and seriousness of the offense and may include a range of disciplinary actions from reprimand, probation, restriction, suspension, and dismissal.

iii. For the illegal manufacture, sale or delivery, or possession with the intent to manufacture, sell or deliver, of any controlled substance identified in Article 5, North Carolina Controlled Substances Act, a student may be dismissed. All trafficking activities of any controlled substances have the presumptive sanction of expulsion.

iv. Illegal Possession of Drugs:

a. For a first offense involving the illegal possession of any controlled substance identified in Schedules 1-V, Article 5, North Carolina Controlled Substances Act, the minimum penalty is suspension.

b. For a first offense involving the illegal possession of any controlled substance identified in Schedule VI, Article 5, North Carolina Controlled Substances Act, the minimum penalty is a combination of educational, therapeutic, and punitive sanctions.

c. For second or other subsequent offenses involving the illegal possession of controlled substances, progressively more severe penalties will be imposed, up to and including dismissal.

v. The applicable program manager (or designee) may place a student on an interim suspension before completion of regular conduct proceedings, when the student’s continued presence within the School community would constitute a clear and immediate danger to the health or welfare of other members of the University community. The staff of the department of WFSM Counseling and Wellness Services would only be involved in this process if a student was found to be a threat to self or others during the student’s evaluation by WFSM Counseling and Wellness Services.

a. When it is clear that the student has engaged in or threatens to engage in behavior that poses a significant risk of harm to the safety or security of themselves, others, or to property, or directly or substantially impedes the activities of members of the institution’s community, including employees, other students, patients, or visitors.

b. In accordance with the applicable program’s dismissal policy and/or standards of conduct.

c. If such a suspension is imposed, an appropriate hearing of the charges against the suspended person will be held as promptly as possible. Students in the Wake Forest School of Medicine may appeal the dismissal decision in accordance with the applicable program’s appeal policy; students in the Graduate School of Arts and Sciences, Biomedical Programs, may appeal the dismissal in accordance with the procedures established by the program.

vi. If indicated, the School may offer the student the option of evaluation, counseling, and successful completion of an appropriate rehabilitation program as a condition of remaining in the program. Any student, if given the option to
participate in a rehabilitation program, will comply with the treatment and rehabilitation requirements set forth below or withdraw from the School. Any such individual electing treatment and rehabilitation will:

a. Satisfactorily participate in a substance use disorder or rehabilitation program approved for such purpose by a federal, state, or local health, law enforment or other appropriate agency at the individual’s expense.

b. Provide evidence satisfactory to the School’s program manager of continued outpatient therapy in an approved program appropriate to the treatment recommendation of the student’s substance use disorder or rehabilitation program.

c. Remain substance free after completing a rehabilitation program for chemical dependency, and participate in random “for cause” drug testing during rehabilitation and for the duration of the student’s enrollment in the School.

Failure to comply with these requirements will result in dismissal.

vii. Failure of any alcohol and/or drug test will result in disciplinary actions, up to and including dismissal. Remaining in the program will be conditional upon successful completion of the rehabilitation program as described in Section 3d) vi.

viii. For Cause Drug Screening and/or breath alcohol testing: Students will be required to undergo “for cause” drug screening and/or breath alcohol testing for the following reasons:

a. Reporting to School under the influence of alcohol or drugs, including legally obtained prescription drugs, which impair one’s ability to perform normal work activities or in a condition giving the program manager, based on the agreement of two other faculty or staff members, reasonable cause to suspect the influence of alcohol or other drugs due to the following:
   - Observable abnormal or unusual behavior
   - Injury or accident for which medical attention is needed beyond simple first aid
   - Acts for which a student is responsible that involve injury to a staff/faculty member, patient, visitor, or student requiring medical attention beyond simple first aid
   - Gross negligence and carelessness
   - Disregard for safety, life, or well-being of any WFBH staff/faculty member, patient, visitor, or student
   - Upon suspicion of drug diversion

b. Failing a urine drug screening;

c. Violating School or WFBH policy; or

d. After successfully completing a rehabilitation program for chemical dependency for the duration of the student’s enrollment in the School

ix. If the urine drug test is determined to be positive following a medical review for legal prescriptions or other documented medical reasons, the student may elect to have his/her specimen retested at his/her expense. The same sample will be sent to another diagnostic lab for testing. A student who elects to re-test the sample will contact WFBH Employee Health to request and arrange payment for this service.

x. For federal financial aid considerations: See section 3c) of this policy

E. **Description of the health risks associated with the use of illegal drugs and the abuse of alcohol** – For current information regarding the health risks associated with the use of illegal drugs and abuse of alcohol, see US DEA Drugs of Abuse

F. **Description of any drug or alcohol counseling, treatment, or rehabilitation or re-entry programs** that are available to students

i. Any student experiencing an emergency should call 911 immediately.

ii. **WFSM Campus**: Early recognition of substance use disorder is important for successful rehabilitation. The School endorses and encourages the activities of the WFSM Counseling and Wellness Services in early identification, treatment, and rehabilitation of students with a substance abuse problem. This is a therapy center rather than a 24/7 crisis center. The WFSM Counseling and Wellness Services center provides individual, group, and couples counseling, consultation, coaching, and wellness outreach in order to support and promote the emotional, intellectual, physical, social and spiritual wellness of students in the Wake Forest School of Medicine. To schedule an appointment, students can email: counselingservices@wakehealth.edu

iii. **WFU Reynolda Campus**: Students also have access to the Office of Wellbeing (BASICS@wfu.edu, 336-758-
The Office of Wellbeing coordinates campus-wide alcohol and other drug education and prevention programs as well as the Brief Alcohol Screening and Intervention for College Students (BASICS) program. BASICS provides individualized screening and intervention for students facing challenges with their alcohol and/or drug use. The Office of Wellbeing can also refer students in need of additional assessment or services to the appropriate level of care.

iv. Students who do not wish to take advantage of the WFSM or WFU ReynoldaCampus services may wish to seek referrals to rehabilitation and treatment programs from their own health care provider.

v. Approved alcohol and drug information/treatment referral services are also available at: https://niaaa.nih.gov/alcohol-health/support-treatment

vi. Students who have disabilities and need accommodations should contact the Section 504 Coordinator, Tanya Jachimiak, at tjachimi@wakehealth.edu or 336-758-7258, or submit the form "Request for Consideration" form available at the WFU Disability Services for Students/Learning Assistance Center: http://lac.wfu.edu/disability-services/

G. The School (in compliance with FERPA and any other applicable privacy laws and regulations) will participate in the biennial review of its drug prevention program to:

i. Determine its effectiveness and implement changes to the program if they are needed; and

ii. Ensure that the disciplinary sanctions described in paragraph 3 d) of this policy are consistently enforced

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Student Health Insurance Requirements and Responsibilities

General Policy Statement:
It is the policy of the Wake Forest University School of Medicine to require all students to maintain medical insurance during their enrollment in the School of Medicine.

Policy Guidelines:

Wake Forest University School of Medicine requires that all Students maintain medical insurance during enrollment in a degree seeking program of study.

i. WFSM offers a Student plan to all Students.

ii. Students are automatically enrolled in the Student plan one time each year. Students who do not want to participate in the Student plan and who provide proof of adequate alternative medical insurance coverage are required to waive out of the Student plan by the deadline specified by WFSM. Students who fail to waive out of the Student plan will be responsible for all premium costs. No exceptions will be allowed for failing to submit a waiver.

iii. Students may be eligible to opt in or out of the plan due to certain qualifying life events, such as aging out of parent’s insurance, gaining coverage through marriage, etc.

   a. A complete list of qualifying events is available from the Student Health Navigator.

iv. The per semester cost of the premium for enrollment in the Student plan is billed to the Student's account.

   a. Students receiving a monthly stipend will be allowed to have the Student plan cost debited monthly. Students who receive an institutional contribution towards the cost of the Student plan will see a credit on their student account in the appropriate amount.

   b. Optional dependent, dental and vision insurance is offered to all Students.

v. Students who are interested in obtaining coverage under one or more of these plans must enroll through a separate enrollment process. Students are not automatically enrolled in optional plans.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Medical Health Requirements and Immunizations Policy

PURPOSE
It is the policy of Wake Forest Baptist Health (WFBH) to adhere to state and federal guidelines to protect all personnel, patients, and visitors from communicable disease infection and exposure. This policy outlines the applicable health matriculation requirements for Students as provided in the WFBH Communicable Diseases, Employee Health and Infectious Disease Prevention policies and as required by North Carolina Immunization Administration Code 10A NCAC 41A .0401 Dosage and Age Requirements for Immunization, effective January 9, 2018.

SCOPE
All Students of the Wake Forest School of Medicine and the Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences educational programs are responsible for complying with this policy. Unclassified students and Distance Education program students will adhere to the WFBH contingent workforce requirements for on-boarding and are not included in the scope and requirements of this policy with the following exception: Upon registration for a semester with an on-campus course load of more than four (4) day-time credit hours, an Unclassified Student or Distance Education Program Student must provide documentation of immunizations required by North Carolina to Employee Health.

DEFINITIONS
Policy: A statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities. A policy may help to ensure compliance with applicable laws and regulations, promote one or more missions, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors, and others are expected to operate.

WFBH: Wake Forest Baptist Health (WFBH) is a health system that includes Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Lexington Medical Center (LMC), Davie Medical Center (DMC), Wilkes Medical Center (WMC), High Point Medical Center (HPMC), Wake Forest Baptist Imaging, LLC (WFBI), Medical Health Requirements and Immunizations Policy - WFSM Printed copies are for reference only. Please refer to the electronic copy for the latest version. Page 2 of 8 NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center.

School: Jointly refers to all degree-granting programs of the Wake Forest School of Medicine, including the Academic Nursing Department, the Physician Assistant (PA) Program, the Undergraduate Medical Education (MD) Program, and the Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences.

Student: Degree-seeking Student who matriculates into an on-campus curricular program of the School.

Unclassified Student: A non-degree-seeking student.

Distance Education program: A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMs if used as part of the distance learning course or program.

Program Manager of applicable program as follows:
• Academic Nursing Department: Department Chair
• Graduate School of Arts & Sciences- Biomedical Sciences Programs: Dean, Graduate School of Arts & Sciences-Biomedical Sciences Programs
• Physician Assistant (PA) Program: Program Director
• Undergraduate Medical Education Senior Associate Dean for MD Program (MD) Program: Academic Affairs

Medical Professional: For the purposes of this policy, a healthcare provider who holds one of the following medical degrees: Doctor of Medicine (MD); Doctor of Osteopathic Medicine (DO); Physician Assistant (PA); Nurse Practitioner (NP).

Matriculation: The first day students arrive on campus for orientation.

POLICY GUIDELINES

Requirements:
All Students must submit documentation of the following by deadlines established by applicable program prior to matriculation:

### MATRICULATION REQUIREMENTS

**Effective beginning with Academic Year 2021-2022**

In the absence of an approved exemption, failure to submit sufficient documentation will prevent matriculation.

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Submit documentation of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respiratory (N95) Fit Testing form</strong></td>
<td>For Students in clinical programs: Complete only the applicable sections of the form per instructions provided. Respiratory (N95) Fit testing will be performed during matriculation.</td>
</tr>
<tr>
<td><strong>Tuberculosis (TB) Baseline TB Testing</strong></td>
<td>One of the following is required:</td>
</tr>
</tbody>
</table>
|                            | - QuantiFERON-TB Gold or T-SPOT.TB blood test (IGRA tests; lab report required) *(the most recent test will be dated no earlier than 1 year prior to matriculation date)*  
|                            | OR                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            | - 2 consecutive annual tests *(the most recent test will be dated no earlier than 1 year prior to matriculation date)*  
|                            | OR                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            | - 2-step TB skin test (Administered 1-3 weeks apart) *(the most recent test will be dated no earlier than 1 year prior to matriculation date)*  
|                            | OR                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            | - If history of positive results, submit the following:  
|                            |  o A chest x-ray stating no active TB *(x-ray report required)* **AND**  
|                            |  o Proof of past positive testing (plus any treatment, if implemented)  
|                            | **AND**  
|                            |  o A Symptom-Free TB questionnaire *(the most recent would be dated no earlier than 1 year prior to matriculation date)*                                                                                                                                                                                                                                                                 |
| **Measles, Mumps & Rubella (MMR)** | One of the following is required:                                                                                                                                                                                                                                                                                                                                                           |
|                            | - 2 vaccinations of MMR at least 28 days apart. The first dose must be on or after the first birthday.  
|                            | **OR**                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            | The following combination:  
|                            |  - 2 doses of Measles vaccine (at least 28 days apart). The first dose must be on or after the first birthday.  
|                            |  **AND**                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            |  - 2 doses of Mumps vaccine (at least 28 days apart) the first dose must be on or after the first birthday.  
|                            |  **AND**                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            |  - 1 dose of Rubella on or after the first birthday.  
|                            | **OR**                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            | - Positive antibody titer *(lab report or physician verification of results required)*                                                                                                                                                                                                                                                                                                                                                                   |
| **NOTE:**                  | If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series.                                                                                                                                                                                                                                                                 |
|                            | If your titer was negative or equivocal, submit your negative or equivocal titer.                                                                                                                                                                                                                                                                                                                  |
| **Tetanus/ diphtheria toxoid (DT/DTaP/DTP /Td)** | The following are required:                                                                                                                                                                                                                                                                                                                                                                    |
|                            | - All students must submit documentation of 3 doses* of a tetanus/diphtheria toxoid containing and one must be a Tdap. Tdap vaccination within the past 10 years prior to the matriculation date. If Tdap is more than 10 years old, a Td (Tetanus/Diphtheria Toxoid) within the past 10 years is acceptable.                                                                 |
|                            | *(Individuals entering college or university for the first time before July 1, 2008 need only provide proof of Tdap vaccination within the past 10 years prior to the matriculation date. If Tdap is more than 10 years old, a Td (Tetanus/Diphtheria Toxoid) within 10 years is acceptable.)*
| **Hepatitis B** | Both of the following are required:  
A completed full series of an approved Hepatitis B vaccine (3 doses of Energix-B or Recombivax-B or 2 doses of HepB-CpG/Heplisav-B)  
AND  
• A quantitative Hepatitis B Surface antibody titer of >/ 10 mIU/ml (lab report or physician verification of results required)  
**NOTE:**  
• If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series.  
• If your titer was < 10 mIU/ml, new alerts will be created for you to receive 1 additional booster dose with a repeat antibody titer 1-2 months later. If the repeat titer is < 10 mIU/ml you will be required to complete the remainder of the series andobtain a final titer 1-2 months after completion of the vaccine series. If this is the case, additional doses of the vaccine of the series will be allowed to be completed after matriculation. |
| **Varicella (Chicken Pox)** | One of the following is required:  
• 2 vaccinations (on or after the first birthday and at least 28 days apart)  
OR  
• Positive antibody titer (lab report or physician verification of results required)  
**NOTE:**  
• If your series is in process, submit where you are in the series, and new alerts will be created for you to complete the series.  
• If your titer was negative or equivocal, submit your negative or equivocal titer  
• Documentation of having had varicella (chicken pox) is NOT sufficient. |
| **Influenza Immunization** | **For matriculation, influenza immunization is required ONLY for Students who matriculate during the influenza season. The influenza season is generally noted as October 1 – March 31, or as determined by the WFBH Influenza Immunization Task Force.** |
| **COVID-19 Immunization Requirement** | Completion of the full primary series of an FDA approved or authorized COVID-19 vaccinatedose per CDC/ACIP guidelines is required prior to matriculation. |

The following will be required during the Student’s enrollment at the School upon renewal notifications. WFBH Employee Health will monitor continuing/renewal requirements to ensure compliance.

| **CONTINUING/RENEWAL REQUIREMENTS** |  |
| **Respiratory (N95) Fit Testing** | Required annually for Students in clinical settings. |
| **Tetanus** | Updated tetanus is required at 10-year intervals. |
| **Tuberculosis (TB) Testing** | One of the following is required annually for Students in clinical settings, with face-to-face patient contact and/or non-human primate contact, if Employee Health determines the prevalence of TB meets OSHA requirements for universal TB testing:  
• TB test  
OR  
• QuantiFERON Gold, IGRA, or T-Spot bloodtest  
OR  
• If history of **positive** results, submit a completed TB questionnaire  
**NOTE:**  
• A NEW positive result would require a clear chest x-ray stating no active TB |
Influenza Immunization (Seasonal)

- Required annually, in accordance with the Infectious Diseases Prevention Policy
- Influenza season is generally noted as October 1 – March 31, or as determined by the WFBMC Influenza Immunization Task Force

Other additional immunizations and health requirements are dependent upon a Student’s travel for field studies, clinical rotation sites, lab assignment, type of animal species and/or the type of agents used during research.

Financial Responsibility

Students are responsible for all costs to meet matriculation and continuing/renewal requirements unless otherwise noted below, including those services received at WFBH Employee Health.

Students are responsible for:
1. Charges for for-cause drug screening and alcohol testing beyond the initial test and oneretest.
2. Charges for services related to non-required electives.

The School is responsible for:
1. Charges for the following continuing/renewal requirements: annual Influenza immunization, annual Respiratory (N95) Fit testing, annual TB testing.
2. Charges for an initial drug screening and alcohol testing and one for cause retest.
3. Any screenings required by the curriculum including requirements for field studies, lab assignment, type of animal species and/or the type of agents used during research.

Services obtained outside of Employee Health will be paid by the School up to the amount charged by Employee Health.

Exemptions

- In accordance with the WFBH Communicable Diseases, Employee Health and Infectious Disease Prevention policies, immunity to the communicable diseases listed on pages 2-4 of this policy is required for all Students. In certain circumstances, a medical or religious exemption for a required immunization may be granted. Requests for exemption must be approved by the Employee Health Medical Director or designee.

Violation of this policy will result in suspension of access to the medical center, associated buildings, research and training spaces, and network access as determined by the appropriate Program Manager.

In accordance with the WFBH Communicable Diseases, Employee Health and Infectious Disease Prevention policies, Students will not be cleared for coursework until all requirements have been addressed with Employee Health.

The annual College Immunization Report is submitted through the Office of the Registrar of Wake Forest University to the NC Department of Health and Human Services. This report includes a summary of compliance by the matriculants of the School, as prepared by WFBH Employee Health.

For the safety of our patients, Students and workforce, institutional and/or site restrictions may apply to Students who are not considered immune per policy. Students will not be approved for training until all requirements have been addressed with Employee Health.

REFERENCES

Related Policies:
WFBH Infectious Disease Prevention Policy WFBH Communicable Diseases, Employee Health WFBH Tuberculosis Control Plan
Student Substance Abuse Policy
Governing Law or Regulations:
Centers for Disease Control and Prevention: “Immunization of Health-Care Personnel: Recommendations of the Advisory Committee on Immunization Practices (ACIP)” MMRW 2011; 60 (RR-7) 1-45
https://www.cdc.gov/mmwr/preview/mmwrhtml/rr6007a1.htm
Dosage and Age Requirements for Immunization,” effective July 1, 2015 10A NCAC 41A.0401 North Carolina Immunization Branch – Colleges and Universities:
http://www.immunize.nc.gov/schools/collegesuniversities.htm
Addendum

As outlined by the Wake Forest School of Medicine Medical Health Requirements and Student Immunizations Policy set forth in the Student Handbook, each student matriculating into an on-campus curricular program of the school must meet certain health requirements prior to matriculation. As noted in the Policy, distance education program students are not included in the scope of the Policy and adhere to the WFBH Contingent Workforce requirements. More information about Contingent Workforce requirements can be found here.

When curriculum is delivered in a distance education format, incoming students, including those matriculating into on-campus curricular programs of the Wake Forest School of Medicine and the Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences, may comply with the same requirements as distance education students until the onset of on-campus instruction.

Each student matriculating into an on-campus curricular program of the school will still be expected to have met all matriculation requirements, as set forth in the Medical Health Requirements and Student Immunizations Policy, by the start of in-person instruction. Students should consult their specific Program Director if they are unable to meet the requirements upon the beginning of in-person instruction. As stated in the Policy, failure to submit sufficient documentation of these requirements will prevent matriculation.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Effects of Infectious Disease or Disability on Student Learning Activities Policy

This policy describes the approach the Wake Forest School of Medicine and the Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences will follow to address the effects of infectious and environmental disease or disability on Student learning activities.

This policy applies to all students.

POLICY GUIDELINES

A. The School abides by the Wake Forest Baptist Medical Center policies on Human Immunodeficiency Virus Infection in Patients or Employees, Non-Bloodborne Communicable Diseases Exposure Plan, Emerging Communicable Diseases Policy, Reporting Communicable Diseases, and Communicable Diseases, Employee Health Services.

B. The School shall maintain the confidentiality of information regarding communicable and infectious diseases (e.g. COVID-19, HIV testing, HIV status, or AIDS-related conditions) of its Students in accordance with all applicable federal, state and local laws and regulations and in accordance with all policies and procedures of Wake Forest Baptist Medical Center.

C. For specific processes related to students infected with bloodborne pathogens, please refer to Effect of Infectious Disease or Disability on Student Learning Activities Procedures. Effect of Infectious Disease or Disability on Student Learning Activities Procedures.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
**Student Education Records Policy**

The Family Educational Rights and Privacy Act (FERPA) affords eligible students certain rights with respect to their education records. An "eligible student" under FERPA is a student who is 18 years of age or older or who attends a postsecondary institution, and an "education record" consists of those records directly related to a student and maintained by the education institution. Rights afforded to eligible students include:

- The right to inspect and review the student's education records within 45 days after the day the School receives a request for access. A student should submit a written request identifying the record(s) the student wishes to inspect to the registrar or other appropriate official of the program in which the student is enrolled. The registrar or program official will arrange for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the registrar or program official to whom the request was submitted, that individual will advise the student of the correct official to whom the request should be addressed.

- The right to request the amendment of the student's education records that the student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to request an amendment to a record should submit a written request to the program official responsible for the record, clearly identifying the part of the record that should be changed and why. In accordance with the "Operational Guidelines Regarding the Student Record (FERPA)," if the program decides not to amend the record as requested, the program will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

- The right to provide written consent before the School discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. For example, the School discloses education records without a student's prior written consent under the FERPA exception for disclosure to School officials with legitimate educational interests. A School official is a person employed by or on behalf of Wake Forest University Health Sciences or Wake Forest Baptist Health (WFBMC) in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); a person serving on the board of trustees; or a student serving on an official committee, such as a disciplinary or grievance committee. A School official also may include a contractor outside of the School or the WFBMC who performs an institutional service or function for which the School would otherwise use its own employees and who is under the direct control of the School with respect to the use and maintenance of personally identifiable information from education records. A School official has a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibilities for the School. Upon request, the School also discloses education records without consent to officials of another School in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

  Family Policy Compliance Office
  U.S. Department of Education
  400 Maryland Avenue, SW
  Washington, DC 20202

Students should be aware that at matriculation, certain admissions records may be transferred to the registrar in the office of student records for each program. In addition, the following information concerning students is considered by the School to be directory information and may be disclosed without a student's consent, unless the student indicates in writing and submitted to the Registrar that any or all of the items are not to be released: name, address, telephone number, electronic mail address, date and place of birth, major field of study, enrollment status, dates of attendance, degrees and/or awards received at the School, participation in officially recognized activities, the most recent previous educational agency or institution attended by the student, and other similar information, such as a photograph. Records unavailable to students are:

- Confidential letters of recommendation which were placed in the student's educational record prior to January 1, 1975, if such letters or statements are not used for purposes other than those for which they are specifically intended;

- Confidential recommendations executed on or after January 1, 1975, for which the student may have chosen to waive their access rights;

There are also certain exceptions to the definition of an education record. These exceptions include:

- Records of institutional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof, and which are not accessible or revealed to any other person except
a substitute; and

- Law enforcement records which are unavailable to persons other than law enforcement officials of the same jurisdiction.
- Records of the institution which contain only information relating to a person after that person is no longer a student at the institution. For example, information gathered and maintained on the accomplishments of alumni.
- Employment records which are maintained in Human Resources for staff and former staff as required by Medical Center policies and government record-keeping regulations. This applies to both electronic and paper employment records.
- Treatment records which include medical records held by health plans and health care providers [https://www.hhs.gov/hipaa/index.html](https://www.hhs.gov/hipaa/index.html)

### Records Maintained by the School:

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Location</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Aid Records</strong>&lt;br&gt; – All programs</td>
<td>Office of Financial Aid – 1st floor Bowman Gray Center for Medical Education</td>
<td>Financial Aid Officer</td>
</tr>
<tr>
<td><strong>Student records relating to the learning environment, professionalism, or mistreatment</strong> – All programs</td>
<td>Office of Student Affairs 2nd floor Bowman Gray Center for Medical Education</td>
<td>Learning Environment Liaison (Formerly Student Advocate)</td>
</tr>
<tr>
<td><strong>Disability information disclosed by a Student seeking accommodations – All Programs</strong></td>
<td>Learning Assistance Center &amp; Disability Services&lt;br&gt; Wake Forest University&lt;br&gt; 118 Reynolda Hall</td>
<td>Director of the Learning Assistance Center &amp; Disability Services</td>
</tr>
</tbody>
</table>

#### Undergraduate Medical Education (MD) Program

<table>
<thead>
<tr>
<th>Record Type</th>
<th>Location</th>
<th>Custodian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admissions Records</td>
<td>Office of Enrollment Services – 1st floor Bowman Gray Center for Medical Education</td>
<td>Enrollment Services Systems Administrator</td>
</tr>
<tr>
<td>Student records after matriculation, transcripts, final grades, directory information, disciplinary records</td>
<td>Office of Enrollment Services – 1st floor Bowman Gray Center for Medical Education</td>
<td>Registrar</td>
</tr>
<tr>
<td>Student preclinical test scores; preclinical course grades; Year 3 Shelf Exams (NBME); USMLE; CAS; class rankings</td>
<td>Office of Academic Affairs – 2nd floor Bowman Gray Center for Medical Education</td>
<td>Director of UGMEEvaluations</td>
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<tr>
<td>Approved disability accommodations letter(s)</td>
<td>Office of Academic Affairs – 2nd floor Bowman Gray Center for Medical Education</td>
<td>Program Liaison for Disability Accommodations</td>
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#### Physician Assistant (PA) Program:

<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>Admissions Records</td>
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<td>Student Admissions Administrator</td>
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<td>Student records after matriculation, transcripts, final grades, directory information, disciplinary records</td>
<td>5th floor 525@ Vine</td>
<td>Registrar</td>
</tr>
<tr>
<td>Student test scores, course grades, class rankings</td>
<td>5th floor 525@ Vine</td>
<td>Registrar</td>
</tr>
<tr>
<td>Approved disability accommodations letter(s)</td>
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#### Graduate School – Biomedical Sciences Programs:

<table>
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<th>Record Type</th>
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</thead>
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<td>Enrollment Services Coordinator</td>
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### Student records after matriculation, transcripts, final grades, directory information
Office of Enrollment Services – 1st floor Bowman Gray Center for Medical Education
Registrar

### Student test scores, course grades
Office of applicable course director
Course Director

### Approved disability accommodations letter(s)
1st floor, 525@Vine
Manager, curriculum and Outcomes

### Academic Nursing Program

<table>
<thead>
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<th>Administrative Coordinator</th>
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<tbody>
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<td>Student records after matriculation, transcripts, final grades, directory information, disciplinary records</td>
<td>Office of Enrollment Services – 1st floor Bowman Gray Center for Medical Education</td>
<td>Registrar</td>
</tr>
<tr>
<td>Student test scores, course grades</td>
<td>2nd floor 525@Vine</td>
<td>Program Director</td>
</tr>
<tr>
<td>Approved disability accommodations letter(s)</td>
<td>2nd floor 525@Vine</td>
<td>Program Liaison for Disability Accommodations</td>
</tr>
</tbody>
</table>

Questions regarding FERPA should be directed to the Registrar or the Legal Department.

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).

### Information Security Policy

This policy protects the confidentiality, integrity, and availability of confidential data and assets by implementing administrative, technical, and physical information security controls, processes, and best practices. This policy establishes an enterprise-wide information security framework to appropriately secure access to WFBH information resources and services. Adherence to this policy will help to protect WFBH, our patients, and our workforce from information security threats, whether internal or external, deliberate or accidental. This policy complements and supports other WFBH policies that protect WFBH information assets and resources. This policy is intended to prevent inappropriate use and dissemination of confidential information, including but not limited to protected health information (PHI), and to comply with the requirements of applicable state and federal laws and regulations. SCOPE This policy applies to all faculty, staff, employees, contractors, consultants, students, volunteers, vendors, temporary, and other workers at WFBH and its subsidiaries, and applies to all information resources owned or controlled by WFBH whether verbal, printed, or electronic, and whether individually controlled, shared, stand alone, or network-connected.

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).

### Distance Education Policy

Consistent with the SACSCOC policy on Distance and Correspondence Education, Wake Forest School of Medicine (SOM) defines Distance Education as “a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD’s, and CD-ROMs if used as part of the distance learning course or program.” ([www.sacscoc.org](http://www.sacscoc.org))

Scope: This policy applies to all Distance Education courses offered by the Wake Forest School of Medicine and Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences.

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).

Please visit the Distance Education Website at [https://school.wakehealth.edu/education-and-training/distance-education](https://school.wakehealth.edu/education-and-training/distance-education)
Atrium Health Wake Forest Baptist Based Policies
Click on the title of the policy you want, to be taken directly to that document

AHWFB Drug Diversion – Prevention, Detection and Response Policy
WFBH Nepotism and Consensual Relationships
AHWFB Infectious Disease Prevention Policy
WFBH Confidentiality of Information
WFBMC Medical Student Documentation in the Medical Record
WFBH Policy for Authorship on Scientific and Scholarly Publications
WFBMC Data Ownership
WFBMC Policy on Research Integrity
AHWFB Drug Diversion – Prevention, Detection and Response Policy

PURPOSE
It is Atrium Health Wake Forest Baptist (AHWFB) is committed to establishing and maintaining a safe and healthy environment for employees, patients and visitors. Drug diversion by healthcare personnel creates a significant patient and staff safety risk. The prevention, detection, and reporting of drug diversion are the responsibility of all AHWFB staff, employees, students and faculty of Wake Forest School of Medicine or Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences programs (WFSM).

Scope:
This procedure applies to all WFBH employees/WFSM students, who will be referred to collectively as employees, staff or users throughout this policy.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Wake Forest Baptist Health Nepotism and Consensual Relationships Policy

Policy: The purpose of this policy is to ensure that relationships in the workplace do not raise the perception of favoritism or bias or raise a concern regarding ethics or conflicts of interest. This policy clearly defines standards for close relatives or those in consensual relationships working for Wake Forest Baptist Health in the same or different departments. Additionally, this policy outlines guidelines for supervisory relationships (real or perceived) and research relationships.

Scope: This policy applies to WFBH Employees and Faculty.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Confidentiality of Information Policy

The purpose of this policy is to protect confidential information related to patients, donors, faculty, employees, trainees, students, research and the organization.

This policy applies to employees, faculty, leadership, students and trainees

POLICY GUIDELINES
Employees, faculty members, trainees and students are not permitted to:
1. Access and/or disclose any Confidential Information unless authorized to do so for work related purposes.
2. Use any WFBH username or password other than those assigned for them for work related use.

Employees, faculty members, trainees and students are:
1. Responsible for protecting their computer usernames and passwords at all times.
2. Responsible for all access under their username to confidential information, unless it is clear that their username was improperly taken and used by another party.

Violations of this policy will result in corrective action according to the guidelines provided in this policy.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Medical Student Documentation in the Medical Record

General Policy Statement:

It is the policy of Wake Forest Baptist Medical Center (WFBMC) to allow medical students to document in the medical record. Any contribution and participation of a student to the performance of a billable Evaluation and Management (E&M) service must be performed in the physical presence of a teaching physician or physical presence of a resident. The teaching physician must perform (or re-perform) the physical exam and/or medical decision-making activities of the E/M service being billed but may verify any student documentation in the medical record, rather than re-documenting this work. All WFBMC employees, faculty and staff are responsible for complying with this policy.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Authorship on Scientific and Scholarly Publications Policy

It is the policy of Wake Forest Baptist Health (WFBH) to ensure scholarly integrity and responsible conduct in the reporting of research results. The purpose of this policy is to provide the principles and criteria used to determine appropriate authorship and the process to follow in resolving authorship disputes.

This policy applies to faculty, staff, students, trainees, and other individuals engaged in research activities conducted at WFBH or its affiliates.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Data Ownership Policy

It is the policy of Wake Forest Baptist Health (WFBH) to oversee research data collection, retention, and disposition. The purpose of this policy is to describe the basis of data ownership and the standards for the collection and retention of data, in addition to requirements for data access.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

WFBMC Policy on Research Integrity

It is in the best interest of the public and of academic medicine to prevent misconduct in research and to deal effectively and responsibly when misconduct is alleged or substantiated. The maintenance of public trust requires adherence to the ethical principles that govern scientific research, and is the responsibility of the faculty, staff, and administration of an academic medical center to ensure the credibility and trustworthiness of research conducted.

It is the policy of Wake Forest Baptist Health to inquire into and, if necessary, to investigate and resolve in a timely and fair manner all instances of alleged research misconduct and to comply with sponsor requirements for reporting cases of possible misconduct when sponsored project funds are involved.

This policy applies to faculty, staff, students, trainees, and other individuals engaged in research activities conducted at WFBH or its affiliates.

This policy does not address, and specifically excludes, fiscal improprieties and issues concerning the ethical treatment of human or animal subjects, authorship disputes, sexual harassment or discrimination, general matters not within the definition of scientific misconduct and criminal matters.

In addition, because of the inherent unfairness and the difficulties presented by any attempt to assess stale evidence, allegations of misconduct based on events that occurred six or more years ago will not be subject to review under this policy unless clear and convincing mitigating circumstances are present, as determined by the Research Integrity Officer.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
AHWFB Infectious Disease Prevention Policy

Scope:
Atrium Health’s teammate vaccine requirement applies to all teammates including remote workers, physicians, medical residents, faculty, fellows, learners, and members of the medical staff. Also, volunteers, contractors, visiting students, trainees, and teammates contracted through agencies, vendors, or other temporary workers are required to meet vaccine requirements or show proof of compliance before entering Atrium Health sites.

Guidelines
Vaccination against infectious diseases is part of Atrium Health’s Infectious Diseases Prevention program and is considered necessary for the health and safety of patients, teammates, and the communities we serve. A fully vaccinated workforce is consistent with Atrium Health’s commitment to improve health, elevate hope, and advance healing for all. This policy complies with all applicable federal, state, and local rules and regulations, and is based on guidance from the Centers of Disease Control and Prevention (CDC), Centers for Medicare and Medicaid Services (CMS), the Equal Employment Opportunity Commission (EEOC), as well as that of local health authorities, as applicable.

Annual Influenza and COVID-19 requirements:

➢ Teammates are required to receive the annual influenza vaccine (Flu shot) and a minimum of completing the primary series of FDA approved COVID-19 vaccine, within the published time frames.
  
  o For the COVID-19 requirement, “vaccinated” means the teammate has received two doses of an MRNA COVID vaccine, a single dose of the Johnson & Johnson vaccine, or a World Health Organization (WHO) approved vaccine reviewed and approved by Teammate Health.
  
  o For the COVID-19 requirement, newly hired teammates, prior to orientation, are required to:
    o have at least one dose of a two-dose series and receive the second dose within the appropriate time period as indicated by the manufacture;
    o be vaccinated and submit proof of vaccination; or
    o request an exemption as part of the health assessment with Teammate Health.

Start dates may be delayed to comply with these requirements.

  o For the Annual Influenza requirement, during the respiratory viral (flu) season, as announced by Teammate Health, all teammates are required to receive the flu shot or request an exemption.
  
  o Teammates taking approved leave of absence must be compliant with this policy before returning to work. Any offer of a new role after a leave, including temporary assignments, PRN or transfers are contingent on compliance with this policy
  
  o Proof of vaccination submitted to Teammate Health must include the record of vaccine, date administered, lot number, location where the vaccine was administered and the name of the vaccine administrator.
  
  o Teammate Health is responsible for tracking and securely documenting the vaccination status of teammate-required vaccinations, including booster doses, as recommended by the CDC.

➢ Medical or Religious Exemptions from influenza or COVID vaccinations

  o Teammates may obtain approval for an exemption based on a documented medical or religious belief that prevents them from receiving the vaccine. To receive an approved exemption, Teammates must follow the exemption request process and submit a request with documentation within the published time frame. All exemption requests will be reviewed by a committee that will approve or deny the request. The outcome of the review will be timely communicated to the teammate.
  
  o Teammates who obtain a medical or religious exemption from a vaccination will also be required to complete certain educational training to further reinforce behaviors that promote the health and safety of our coworkers and patients.
  
  o Teammates who do not receive the required vaccinations due to an approved medical or religious exemption are required to follow additional infection prevention measures (such as masking and social distancing) when at Atrium Health sites during respiratory viral season or during times of high rates of community cases as directed by Teammate Health.
  
  o Teammates that do not follow this policy can receive counseling for failing to receive required vaccinations in accordance with the applicable performance management policy, up to and including end of employment.
Alternate criteria for exemption requests may apply to contractors, visiting students, trainees, teammates contracted through agencies, vendors, non-employed medical staff, or other temporary workers and relevant guidance will be provided to those groups directly.

- **Additional Vaccine Requirements include documentation or receipt of:**
  - The Hepatitis B series
  - Measles, Mumps, and Rubella (MMR)
  - Tetanus-diphtheria booster and Tetanus diphtheria and pertussis (TDP)
  - Varicella (chicken pox) vaccine or serology showing varicella immunity.

**When a Teammate comes in Contact with an Infectious Disease**

Atrium Health makes every effort to provide a safe and healthy environment for all teammates. Report any incident of contact with an infectious disease to Teammate Health for care and investigation. Teammate Health follows guidelines approved by Infection Prevention.

- Sometimes, for the safety of the teammate and others, the teammate will be removed from work as a precautionary measure. If this happens, please know:
  - Teammates are responsible for using universal precautions, following additional infection prevention measures (such as masking and social distancing) when at Atrium Health sites, and hand-washing at work and at home to greatly decrease the spread of many infectious diseases.
  - The Attendance policy continues to apply towards any unscheduled absences, unless related to COVID, Influenza, Norovirus or vaccine reaction recovery and approved by Teammate Health.

- If the teammate’s contact with the infectious disease is believed to be work-related, the teammate or leader should complete the appropriate report of illness or injury to the workers’ compensation department.

- Some additional examples of infectious diseases include, but are not limited to, the following:
  - Blood borne pathogen exposure
  - Conjunctivitis (Pink Eye)
  - Draining or open wounds or lesions
  - Hepatitis
  - Herpes Labialis (Cold Sore)
  - Herpes Zoster (Shingles)
  - Meningococcal Meningitis
  - Methicillin-resistant Staphylococcus Aureus (MRSA)
  - Pneumonia
  - Salmonella
  - SARS (Severe Acute Respiratory Syndrome)
  - Tuberculosis
  - Varicella (Chicken Pox)

**Infectious Disease Prevention – Fit Testing**

Teammate Health provides, and at times requires, respirator fit testing and training for teammates in jobs that may be at a risk for at work contact to an airborne infectious disease(s) upon hire by appointment. Thereafter, annual fit testing is completed by Teammate Health.

**Teammate Responsibilities**

- On or before applicable published deadlines or starting work, all teammates must receive the required vaccines and submit to Teammate Health documentation of vaccination or receive an approved a medical or religious exemption. If proof of vaccination is not provided or if an exemption is not approved, teammates will be assumed to have not completed the vaccine requirement on time. For some infectious diseases, titers may be drawn and start dates may be delayed pending results.
When a teammate has symptoms that could be related to a potential infectious disease, the teammate should not come to work and should notify their supervisor, and immediately contact Teammate Health.

Follow additional infection prevention measures (such as masking and social distancing) when at Atrium Health sites, safety precautions and fit testing guidelines when required.

If a teammate believes that they have had a potential exposure to an infectious disease, the teammate is to contact Teammate Health for information and health-related counseling.

Leader Responsibilities

Ensure all teammates are aware of this policy, its requirements, the exemption process and provide appropriate educational materials.

Ensure teammates are aware of and follow any additional infection prevention measures (such as masking and social distancing) when at Atrium Health sites and department-specific requirements for protective equipment.

Ensure teammates with exemptions follow all required infection prevention measures, restrictions and safety precautions.

When a leader becomes aware that a teammate has a potential exposure to an infectious disease, it is the leader’s joint responsibility (with the teammate) to make sure the teammate immediately contacts Teammate Health.

If a leader observes that a teammate has symptoms that may be a safety issue to others, it is the leader’s responsibility to make sure the teammate contacts Teammate Health.

Maintain the confidentiality of medical information disclosed by teammates. Leaders may ask their teammates whether they have received a required vaccine in order to provide further instruction that is consistent with this policy. However, leaders should not ask additional questions regarding why a teammate has not obtained a required vaccine, as doing so may lead the teammate to reveal private medical information. Instead, leaders should direct teammates to other resources for information and education or for obtaining an exemption under this policy.

Leaders should not request or collect their teammate’s private medical information. Leaders should refer the individual to Teammate Health for assistance.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
The Office of Financial Aid at Wake Forest University School of Medicine helps students obtain the resources needed to finance their graduate medical education. We also serve as an educational resource for financial planning and debt management. We know that deciding how to manage funding for education requires careful consideration of your options, and we’re here to help.

We encourage:

- Prospective students to begin the financial planning process early.
- Current students to stay abreast of their financial situation and knowledgeable of all options.
- Alumni to understand available repayment options for their field of residency, helping them make wise financial decisions to balance student loan debt with financial wellness.

For more information please visit the financial aid website at https://school.wakehealth.edu/education-and-training/financial-aid

Click on the title of the document or section you want, to be taken directly to that document

- Tuition and Fees by program
- Information about student loans
- VA requirements/info
- Return of Federal Financial Aid Funds Policy
- Policy on Satisfactory Academic Progress (SAP) for Financial Aid Eligibility
  - Doctor of Medicine
  - Graduate School of Arts and Sciences - Biomedical Science
  - Physician Assistant
  - Nurse Anesthesia Program
  - Doctor of Nursing Practice
- Student Payment Policy
Fees and Expenses

Tuition is payable at the beginning of each semester. As a requirement for graduation, all students are required to pay full annual tuition for each academic year enrolled in Wake Forest University School of Medicine. Students who do not make tuition payments or satisfactory arrangements with the Student Financials office will not be eligible to continue classes or receive credit for course work.

Breakage deposits are not required but students will be held financially responsible for loss or damage to School of Medicine property.

Cost of attendance includes only those expenses associated with the student. Living expenses for the spouse and/or other dependents are not recognized as part of the student’s standard cost of attendance. The cost of attendance, as defined by the school, represents the maximum amount of student financial aid a student can receive.

Statements in the Student Handbook concerning expenses and courses cannot be considered an irrevocable contract between the student and the School of Medicine. The School of Medicine reserves the right to change requirements for graduation, schedules, and costs of instruction at any time during the student’s enrollment.

Tuition changes authorized by the Board of Trustees will become effective at the opening of the next session after adoption.

**Doctor of Medicine Program Tuition and Fees 2022-2023**

<table>
<thead>
<tr>
<th></th>
<th>First Year (10 Months)</th>
<th>Second Year (10 Months)</th>
<th>Third Year (10 Months)</th>
<th>Third Year (Charlotte)</th>
<th>Fourth Year (12 Months)</th>
<th>Fourth Year (Charlotte)</th>
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</thead>
<tbody>
<tr>
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<td>$1,180</td>
<td>$1,202</td>
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<tr>
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### Physician Assistant Program Tuition and Fees 2022-2023

<table>
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<th>First Year Boone</th>
<th>Second Year</th>
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<tbody>
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<tr>
<td>Drug Test</td>
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<tr>
<td>Food</td>
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<tr>
<td>Health Insurance</td>
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<td>Professional Exam</td>
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### CRNA Tuition and Fees 2022-2023

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<td>Health Insurance</td>
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<td>Loan Fees</td>
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### Doctor of Nursing Practice Tuition and Fees 2022-2023

<table>
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<th>First Year</th>
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<tbody>
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</tr>
<tr>
<td>Laptop Allowance</td>
<td>$1,222</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>$5,760</td>
<td>$5,760</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$4,452</td>
<td>$4,452</td>
</tr>
<tr>
<td>Loan Fees</td>
<td>$1,776</td>
<td>$1,724</td>
</tr>
<tr>
<td>Lodging</td>
<td>$12,000</td>
<td>$12,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$2,304</td>
<td>$2,304</td>
</tr>
<tr>
<td>Program Fees</td>
<td>$735</td>
<td>$735</td>
</tr>
<tr>
<td>Transportation</td>
<td>$5,400</td>
<td>$5,400</td>
</tr>
<tr>
<td>Utilities</td>
<td>$3,540</td>
<td>$3,540</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$59,139</strong></td>
<td><strong>$57,865</strong></td>
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### BSN-DNP Tuition and Fees 2022-2023

<table>
<thead>
<tr>
<th></th>
<th>First Year</th>
<th>Second Year</th>
<th>Third Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$38,482</td>
<td>$38,484</td>
<td>$38,484</td>
</tr>
<tr>
<td>Books</td>
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<td>$1,400</td>
</tr>
<tr>
<td>Laptop Allowance</td>
<td>$1,222</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td>$5,760</td>
<td>$5,760</td>
<td>$5,760</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$4,452</td>
<td>$4,452</td>
<td>$4,452</td>
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<tr>
<td>Loan Fees</td>
<td>$2,595</td>
<td>$2,545</td>
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<tr>
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<td>$12,000</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>$2,304</td>
<td>$2,304</td>
<td>$2,304</td>
</tr>
<tr>
<td>Program Fees</td>
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<tr>
<td>Transportation</td>
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<tr>
<td>Utilities</td>
<td>$3,540</td>
<td>$3,540</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$79,360</strong></td>
<td><strong>$78,088</strong></td>
<td><strong>$78,088</strong></td>
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</table>

### Graduate School Programs Tuition and Fees 2022-2023

<table>
<thead>
<tr>
<th></th>
<th>PhD Program (12 Months)</th>
<th>MS Program (12 months)</th>
<th>MS Online (12 Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$40,260</td>
<td>$40,260</td>
<td>$33,810</td>
</tr>
<tr>
<td>Books</td>
<td>$600</td>
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<tr>
<td>Food</td>
<td>$5,760</td>
<td>$5,760</td>
<td>$5,760</td>
</tr>
<tr>
<td>Health Insurance</td>
<td>$4,452</td>
<td>$4,452</td>
<td>$4,452</td>
</tr>
<tr>
<td>Loan Fees</td>
<td></td>
<td>$2,544</td>
<td>$1,782</td>
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<td>$12,000</td>
<td>$12,000</td>
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<tr>
<td>Miscellaneous</td>
<td>$2,304</td>
<td>$2,304</td>
<td>$2,304</td>
</tr>
<tr>
<td>Transportation</td>
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<td>$5,400</td>
<td>$5,400</td>
</tr>
<tr>
<td>Utilities</td>
<td>$3,540</td>
<td>$3,540</td>
<td>$3,540</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$74,316</strong></td>
<td><strong>$76,860</strong></td>
<td><strong>$69,648</strong></td>
</tr>
</tbody>
</table>

**Laptop Allowance for new students: $1,222**

*Full-time enrollment; Summer, Fall & Spring Terms per credit hour cost: $1,610
Tuition Payments

Wake Forest University School of Medicine will maintain records of student charges including tuition, insurance, vaccine charges and any other miscellaneous items charged to the student account. Students may view their student accounts and make electronic payments from their checking or savings account online via PeopleSoft Campus Solutions Self-Service. Also the Student Financials Office accepts paper checks or money orders for payment on your student account. If payments are not received within 10 days of classes starting, Wake Forest University School of Medicine will charge interest at the prevailing bank rates on tuition payments. Students will not be eligible to advance in the curriculum and will be withdrawn if the balance is not paid in full within 90-days of first notification. Students who are on a Leave of Absence and have an outstanding balance should refer to the Leave of Absence policy. Upon matriculation and once each academic year that follows, students will be required to sign a Payment Responsibilities Agreement.

### Doctor of Medicine Program 2022-2023

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition Amount</th>
<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$31,213.00</td>
<td>07/15/2022</td>
</tr>
<tr>
<td>Second Year</td>
<td>$31,213.00</td>
<td>07/21/2022</td>
</tr>
<tr>
<td>Third Year</td>
<td>$31,213.00</td>
<td>06/2/2022</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>$30,600.00</td>
<td>05/27/2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition Amount</th>
<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$31,212.00</td>
<td>12/15/2022</td>
</tr>
<tr>
<td>Second Year</td>
<td>$31,212.00</td>
<td>12/22/2022</td>
</tr>
<tr>
<td>Third Year</td>
<td>$31,212.00</td>
<td>11/24/2022</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>$30,600.00</td>
<td>11/10/2022</td>
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### Physician Assistant Program 2022-2023

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition &amp; Fees Amount</th>
<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$14,631</td>
<td>06/13/2022</td>
</tr>
<tr>
<td>Second Year</td>
<td>$11,964</td>
<td>05/27/2022</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition &amp; Fees Amount</th>
<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$14,631</td>
<td>09/22/2022</td>
</tr>
<tr>
<td>Second Year</td>
<td>$17,028</td>
<td>09/01/2022</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition &amp; Fees Amount</th>
<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$19,508</td>
<td>01/13/2023</td>
</tr>
<tr>
<td>Second Year</td>
<td>$17,028</td>
<td>01/13/2023</td>
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### Graduate School of Arts and Sciences – Biomedical Sciences 2022-2023

<table>
<thead>
<tr>
<th>Semester</th>
<th>Tuition Amount</th>
<th>Due by Date</th>
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</thead>
<tbody>
<tr>
<td>Summer 2022</td>
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<table>
<thead>
<tr>
<th>Semester</th>
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<th>Due by Date</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
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<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2022</td>
<td>$19,325</td>
<td>01/19/2023</td>
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### Academic Nursing Programs 2022-2023
#### Master’s Degree

<table>
<thead>
<tr>
<th>Term</th>
<th>Tuition &amp; Fees Amount</th>
<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$12,791 ($1,450 Holding Fee Credit Applied)</td>
<td>08/25/2022</td>
</tr>
<tr>
<td>Second Year</td>
<td>$14,241</td>
<td>08/25/2022</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$14,241</td>
<td>01/13/2023</td>
</tr>
<tr>
<td>Second Year</td>
<td>$14,241</td>
<td>01/13/2023</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$12,205</td>
<td>05/18/2023</td>
</tr>
<tr>
<td>Second Year</td>
<td>$12,205</td>
<td>05/18/2023</td>
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### Academic Nursing Programs 2022-2023
#### BSN-DNP

<table>
<thead>
<tr>
<th>Term</th>
<th>Tuition &amp; Fees Amount</th>
<th>Due by Date</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
<td></td>
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</tr>
<tr>
<td>First Year</td>
<td>$12,791 ($1,450 Holding Fee Credit Applied)</td>
<td>08/25/2022</td>
</tr>
<tr>
<td>Second Year</td>
<td>$14,241</td>
<td>08/25/2022</td>
</tr>
<tr>
<td><strong>Spring</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$14,241</td>
<td>01/13/2023</td>
</tr>
<tr>
<td>Second Year</td>
<td>$14,241</td>
<td>01/13/2023</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$12,205</td>
<td>05/18/2023</td>
</tr>
<tr>
<td>Second Year</td>
<td>$12,205</td>
<td>05/18/2023</td>
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### Doctor of Nursing Practice (Online) 2022-2023

<table>
<thead>
<tr>
<th>Term</th>
<th>Tuition &amp; Fees Amount</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td><strong>Fall</strong></td>
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<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$4,287 ($1,450 Holding Fee Credit Applied)</td>
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<td>Second Year</td>
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<tr>
<td><strong>Spring</strong></td>
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<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$7,107</td>
<td>01/13/2023</td>
</tr>
<tr>
<td>Second Year</td>
<td>$7,107</td>
<td>01/13/2023</td>
</tr>
<tr>
<td><strong>Summer</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year</td>
<td>$8,441</td>
<td>05/18/2023</td>
</tr>
<tr>
<td>Second Year</td>
<td>$7,071</td>
<td>05/18/2023</td>
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</tbody>
</table>
Financial Assistance and Scholarships

Financial Assistance
Assistance is available for students who, for financial reasons, could not otherwise attend medical school. Scholarships and loans are awarded in accordance with criteria governing each source of funds and on the basis of need. In all cases, parental income information is required and will be considered in determining awards from the School of Medicine’s resources.

Financial Assistance to Incoming Students
Applicants are provided general information about aid and appropriate application resources. On request, individuals and families may consult with a Financial Aid Officer. Financial aid application materials must be completed and returned to the Financial Aid Office prior to March 15. Financial aid awards are released on April 15th.

Financial Assistance to Upper-class Students
In the spring, the Financial Aid Office will notify all upper-class students of procedures to be followed for the next academic year. Applications must be completed and returned to the Financial Aid Office on or before March 15.

Endowed Scholarships
A list of available scholarships may be found on the Wake Forest University School of Medicine’s website.

Federal Scholarships
Scholarships are available to U.S. citizens through the Armed Forces Health Service and the National Health Service Corps. Selection is competitive. Interested parties should review information from the following:

Army: http://www.goarmy.com/amedd/education/hpsp.html
Navy: https://www.navy.com/careers/healthcare.html
National Health Service Corps (NHSC): http://nhsc.hrsa.gov/scholarships/

Veteran’s Education Benefits
All veterans and their dependents seeking veteran educational benefits must first apply for those benefits through the Department of Veterans Affairs (VA). Veterans with questions about their eligibility for the various VA educational benefit programs should first consult the VA to determine their eligibility for specific programs. Contact Information: https://www.benefits.va.gov/gibill/

NOTE: Only degree programs are eligible for veteran’s benefits at Wake Forest University School of Medicine. All approvals are subject to change.

VA Certification Contacts for School of Medicine Programs:
Doctor of Medicine Program Ms. Susan Pierce – spierce@wakehealth.edu
Academic Nursing Program Ms. Susan Pierce – spierce@wakehealth.edu
Physician Assistant Program Ms. Amy Simpson – amy.simpson@wakehealth.edu
Graduate School Programs Ms. Susan Pierce – spierce@wakehealth.edu

Minority Student Scholarships
Applications for limited scholarship opportunities for minority students during the first two years of medical school are available from the National Medical Fellowships Inc. http://www.nmfonline.org/about-our-scholarships-and-awards/general-scholarships-awards/
Loans

Campus-based Loans

| The Wingate Johnson Loan Fund: | Established in memory of Dr. Johnson, longtime professor of medicine, acting dean of the School of Medicine, founder of the North Carolina Medical Journal, and chair of the Board of Trustees of Wake Forest University. Other sources include the Medical Center Guild, the Robert L. McMillan Loan, the Robert Wood Johnson, the Beckmann, the Edna Langston, the W. J. Moss, and the Mary C. Powell Loan Funds. Students are also eligible to apply to the James W. Denmark Loan Fund, established in 1875 and administered through the Treasurer's Office on the undergraduate campus. The Office of Financial Aid assists in the preparation of applications to the North Carolina Forgivable Education Loan Program (FELS) NC residents, the William D. Ford Federal Direct Loan Programs (Direct Unsubsidized and Direct Grad PLUS loans) and alternative loan programs. |
| Unsubsidized Federal Direct Stafford Loan | The Unsubsidized Federal Direct Stafford Loan program is a federal student loan program that allows eligible medical students to borrow up to $47,167; the amount is dependent upon grade level. Eligible graduate and physician assistant students may borrow up to $20,500. The federal government does not pay interest. The interest rate is a variable/fixed rate. Any interest that accrues during enrollment is capitalized at repayment. Aggregate loan limits are $224,000 minus subsidized loan amounts for medical students and $138,500 minus subsidized loan amounts for physician assistant students and graduate students. |
| Federal Direct Grad PLUS Loan | Graduate and professional students may borrow through the Federal Direct Grad PLUS loan. Students may borrow up to the cost of education minus other financial aid. A borrower’s creditworthiness is a consideration for lender approval. The interest rate is a variable/fixed rate. |
| Alternative Loan Programs | Alternative loan programs are credit-based loans that may be used to supplement other forms of financial assistance. In general, alternative loans should be considered as a last resort. Not all alternative loan programs are alike. Always consult the Financial Aid Office before applying for an alternative loan. |

Exit Interview
Any student who has received financial aid and who ceases enrollment at Wake Forest University School of Medicine for any reason—leave of absence, dismissal, withdrawal, graduation — must have an exit interview within seven days with the Financial Aid Office. This interview covers “Borrowers Rights and Responsibilities” for all student loan programs and is required by law.

Forfeit of Scholarship Funds
Students who are enrolled in a special program and have received scholarships from that program will forfeit those scholarship funds upon withdrawal or dismissal from the program.
VA Compliance Statement

Wake Forest School of Medicine complies with the requirements of section 3679 of Title 38, U.S. Code.

A student who has been admitted to a Wake Forest University School of Medicine program and who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill benefits, is permitted to attend or participate in the course of education without making payment for tuition and fee amounts to be covered by the VA education benefits. Such attendance or participation may begin on the date on which the student provides a VA Certificate of Eligibility and end on the earlier of the following dates:

- The date on which payment from the VA is made to the School of Medicine.
- Ninety (90) days after the date the School of Medicine certified tuition and fees following the receipt of the certificate of eligibility.

Students receiving VA educational benefits will be required to pay the difference between the amount owed on their student account and the amount of the VA education benefit disbursement within 10 days of the start of the term.

Wake Forest University School of Medicine will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a student receiving Chapter 31 or 33 benefits borrow additional funds due to the delayed disbursement of funding from the VA.

Using VA Education Benefits

Questions about eligibility for benefits should be directed to the VA. Apply for benefits: https://www.va.gov/education/how-to-apply

While the application for VA benefits may begin while the student is in the process of applying to a School of Medicine program, students should be admitted to the program before submitting documents to the Office of Student Records.

- Admitted students must receive a Certificate of Eligibility (COE) from the VA outlining the benefits and eligibility period and submit the COE to the Office of Student Records. A screen shot of the eBenefits Web page, or a VAF 28-1905 form for chapter 31 authorization purposes will also be accepted.
- The COE can be submitted via email to: studentrecords@wakehealth.edu or delivered in person to: 475 Vine Street, Winston Salem, NC 27101 or by U.S. Mail to PO Box 573183, Winston Salem, NC 27157

Shortly after receiving the COE, the Office of Student Records will conduct a review of documents needed for the student’s VA file. Students will be notified by the Office of Student Records if they are responsible for providing any further documentation.
Financial Aid Policies

Click on the title of the policy you want, to be taken directly to that document

Return of Federal Financial Aid Funds Policy
Policy on Satisfactory Academic Progress (SAP) for Financial Aid Eligibility
  Doctor of Medicine Program
  Graduate School of Arts and Science – Biomedical Science Program
  Physician Assistant Program
  Nurse Anesthesia Program
  Doctor of Nursing Practice Program

Student Payment Policy

Return of Federal Financial Aid Funds Policy

General Policy Statement:

Students enrolled in Wake Forest School of Medicine or Wake Forest University Graduate School of Arts and Sciences who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

Scope: This policy applies to all Wake Forest School of Medicine and Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences faculty, staff, and students.

Responsible Department/Party/Parties:
Policy Owner: Director, Enrollment Services

Definitions: For purposes of this Policy, the following terms and definitions apply:

WFBMC: Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), all onsite subsidiaries as well as those off-site governed by WFBMC policies and procedures.

The term “Student” is defined as a person who matriculates into, is enrolled in, or is taking courses in the Academic Nursing, the Physician Assistant (PA), or the Undergraduate Medical Education (MD) programs of Wake Forest School of Medicine or the Wake Forest University Graduate School of Arts and Sciences-Biomedical Sciences programs (hereinafter jointly referred to as “School”).

Policy Guidelines:

Return of Federal Financial Aid Funds

In accordance with federal regulations, a Student who receives federal financial aid but does not complete the payment period for which that aid was awarded may not be entitled to all of the financial aid funds awarded and/or disbursed. The requirements of this policy pertaining to return of financial aid funds apply to leaves of absence as well as withdrawals and dismissals.

Federal regulations require Title IV financial aid funds to be awarded under the assumption that a Student will attend the institution for the entire period in which federal assistance was awarded. When a Student withdraws from all courses for any reason, including dismissals and leaves of absence, they may no longer be eligible for the full amount of Title IV funds that they were originally scheduled to receive. The return of funds is based upon the premise that Students earn their financial aid in proportion to the amount of time in which they are enrolled. A pro-rated schedule is used to determine the amount of Federal Student Aid funds they will have earned at the time of the withdrawal. Thus, a Student who withdraws in the second week of classes has earned less of his/her financial aid than a Student who withdraws in the seventh week. Once 60% of the semester is completed, a Student is considered to have earned all of his/her financial aid and will not be required to return any funds. An exception may apply for a leave of absence. See information regarding a leave of absence, below.

The School is required to calculate how much federal financial aid a Student has earned. Based on this calculation, Students
who receive federal financial aid and do not complete their classes during a semester or term could be responsible for repaying a portion of the aid they received. Students who do not begin attendance must repay all financial aid disbursed for the term.

Return of financial aid funds is determined according to the following:
The term “Title IV Funds” refers to the federal financial aid programs authorized under the Higher Education Act of 1965 (as amended) and for Students enrolled at the School includes the following programs: Federal Direct Unsubsidized Stafford Loans and Federal Direct Graduate PLUS Loans.
The withdrawal date used in the return calculation of a Student’s federal financial aid is the actual date indicated on the official drop form. If a Student stops attending classes without notifying the School, the withdrawal date will be the midpoint of the semester or the last date of academic activity as determined by the School. Additional documentation supporting the last date of academic activity may be provided by the Student if they verify a later date of attendance than determined by the School. iii. Determining the amount of Title IV funds to be returned: The amount of earned and unearned financial aid is calculated on a daily basis from the first day of the payment period. The process uses calendar rather than business days. Earned aid is determined by the percentage of the number of days attended before enrollment ended divided by the total number of days in the payment period (excluding any breaks of five days or more). There are no returns after the 60% point in time, as the federal regulations view the aid has been “100% earned” after that point in time. The amount of Title IV funds to be returned is calculated by multiplying the unearned aid percentage by the total of all Title IV aid received. A copy of the worksheet used for this calculation and examples can be requested from the Financial Aid Office. In accordance with federal regulations, the return of Title IV funds is paid in the following order:

- Unsubsidized Direct Loans
- Subsidized Direct Loans
- Federal Perkins Loans
- Direct PLUS Loans
- Other Title IV Assistance
- The Student

Institutional and Student Responsibilities

- School’s responsibilities include:
  - Providing each Student with the information given in this policy
  - Review of examples of the Return of Title IV Aid and the Refund Policy with Students
  - Identifying Students who are affected by this policy
  - Completing the Return of Title IV Funds calculation for Students who are subject to the policy
  - Returning the Title IV Funds that are due the Title IV programs within 30 days of withdrawal, dismissal, or leave.

The Student’s responsibilities include:

- Students with Federal/Title IV financial aid must notify the Financial Aid Office to discuss the implications of a status change, inclusive of withdrawal, or leave of absence, before it occurs.
- Dismissed students should consult with the Financial Aid Office as directed in their dismissal paperwork. Students are also responsible for returning to the Title IV programs any funds that were disbursed directly to the Student and for which the Student was determined to be ineligible under the Return of Title IV funds calculation. The Student will also be billed for and required to pay any balance that results from a return of funds.

Post-Withdrawal Disbursements
In some cases, a Student may be eligible to receive a “post-withdrawal” disbursement after the Student withdraws when the amount of aid earned is less than the amount of aid disbursed. In such cases, the Financial Aid Office will notify the Student of the “post-withdrawal” disbursement.

Leave of Absence
Students are permitted to have one leave of absence (medical, personal, educational, administrative) within a 12-month period that does not require a return of federal financial aid funds provided that:
• The Student completes the requirements for formal leave of absence in accordance with the Leave of Absence policy of the Student’s program;
• The leave of absence does not exceed 180 days in length; and
• The leave of absence ends before the next payment period begins.

Students who are on a leave of absence as of the first day of the academic year are not eligible to receive financial aid until they return from the leave, register for classes, and begin coursework.

Students who begin a leave after the academic year begins are eligible for financial aid already disbursed but are not eligible for additional financial aid disbursements until they return from the leave of absence.

If a Student takes an approved leave of absence and then does not return from the leave within 180 days or within the payment period, the Student will be subject to the requirements for the return of federal financial aid. For the purposes of calculating earned financial aid, the last date of attendance will be retroactive to the day the leave of absence began.

Review/Revision/Implementation

Review Cycle: This policy shall be reviewed at least every three (3) years from the effective date.

Office of Record: After authorization, this policy will be housed in the WFBMC policy database, which shall be the office of record for this policy.

Governing Law or Regulations:
Higher Education Act of 1965 (as amended)
Student Payment Policy
Tuition Refund Policy

Revision Dates: 12/02/2015 10/17/2019 8/4/2020

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

MD Program - Policy on Satisfactory Academic Progress (SAP) for Financial Aid Eligibility

Federal law and regulations require Wake Forest School of Medicine (WFSM) to establish and implement a policy to measure whether students applying for and/or receiving federal financial aid are making Satisfactory Academic Progress (SAP). SAP is the successful completion of degree requirements according to established increments that lead to awarding of the degree within specified time limits. The following policy delineates the standards for Satisfactory Academic Progress at WFSM, which apply to all matriculated students, whether or not they are recipients of financial aid. Not meeting the SAP requirements may result in loss of all financial aid, federal or institutional. This policy addresses only the financial aid consequences of failing to make Satisfactory Academic Progress and does not address the consequences to academic standing or eligibility for continued enrollment. For more information about those consequences, refer to the Policy on Satisfactory Academic Progress (SAP).

The requirements for the MD degree include the satisfactory completion of the MD curriculum at WFSM. The progress of each student working toward the MD degree is monitored carefully, and the determination of Satisfactory Academic Progress is reviewed annually. At the end of each academic year, students must have demonstrated compliance with WFSM’s academic, professional and graduation requirements.

Satisfactory Academic Progress (SAP) Policy - MD Program

PURPOSE
Established standards of performance and behavior in each course, clerkship, and rotation of medical school, as well as in the overall curriculum, are essential components of a quality medical education. Progress towards graduation is based on the overall conduct of the student, passage of USMLE Steps 1 and 2, and demonstration of academic performance and professional behavior that meets or exceeds the standards described in the following paragraphs. Students must demonstrate, to the satisfaction of the Wake Forest School of Medicine, that they are fit, both academically and professionally, to be a Wake Forest School of Medicine graduate.
SCOPE
This policy applies to undergraduate medical education (MD) program students at Wake Forest School of Medicine.

DEFINITIONS
Policy: A statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities. A policy may help to ensure compliance with applicable laws and regulations, promote one or more missions, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors, and others are expected to operate.

WFBH: Wake Forest Baptist Health (WFBH) is a health system that includes Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Lexington Medical Center (LMC), Davie Medical Center (DMC), Wilkes Medical Center (WMC), High Point Medical Center (HPMC), Wake Forest Baptist Imaging, LLC (WFBI), NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center.

Benchmarks: Tests/assignments/evaluations that have been identified by the Course Director or Clerkship Director as essential measures of satisfactory progress. Students must pass (or successfully remediate) all benchmarks in order to pass the course/clerkship.

Gateways: Foundational educational experiences that must be passed in order to proceed in the curriculum. Students must pass all Gateways to advance in the MD program. Students who fail a Gateway must demonstrate successful remediation of the Gateway before proceeding in the MD program. Courses, clerkships, and required curriculum elements are Gateways.

POLICY GUIDELINES

Standards for All Years
1. Failure of 1 Benchmark
   a. Student must meet with the Course Director or Clerkship Director to identify learning issues for remediation of the Benchmark.

2. Failure of 2 Benchmarks
   a. Student must meet with the Course or Clerkship Director, the relevant Associate Dean (either the Associate Dean for Basic Science Education or the Associate Dean for Educational Strategy & Innovation), and the Associate Dean for Student Affairs, for directed support regarding remediation of the Benchmark.

3. Failure of 3 Benchmarks
   a. Student must meet with the Course or Clerkship Director, the Associate Dean for Student Affairs, and the Senior Associate Dean for Undergraduate Medical Education for directed support regarding remediation of the Benchmark.
   b. Following the failure of 3 Benchmarks, failure of any subsequent Benchmarks may result in a review with the Senior Associate Dean for Undergraduate Medical Education.

4. Final course grades and final grades from clerkships and rotations are used as Gateways in the MD curriculum.
   a. Failure of any Gateway will result in review of student performance by the Student Professionalism and Academic Review Committee (SPARC) for consideration for a change of status to Warning, Probation, or dismissal from the School of Medicine. In the event a student is permitted to remain in the MD program following a review by SPARC, the student must successfully demonstrate remediation to competency before proceeding in the MD program.

5. Students who require remediation to competency for a failed Benchmark or Gateway are not eligible for a grade higher than Pass in that Gateway.

USMLE Step 1 and Step 2 Exams
1. The USMLE examinations are national standards for student performance and are considered by the School of Medicine in determining student competency in the MD program. USMLE Step 1 and Step 2 examinations are considered Gateways for progression through the MD Program.
   a. Students must complete the USMLE Step 1 exam by the Step 1 Completion Deadline, as specified on the academic calendar, to begin the Immersion Curriculum (the Year 3 Clinical Clerkship Curriculum).
   b. Likewise, students must complete the USMLE Step 2 examination(s) by the Step 2 Completion Deadline, as
specified on the academic calendar.
c. Successful completion of USMLE Step 1 and Step 2 Clinical Knowledge (CK) is required in order to graduate from the MD program.

2. Absent compelling circumstances, students will be allowed no more than three (3) attempts to pass each of the USMLE Step exams. Failure to pass a Step exam after three (3) attempts will result in referral to SPARC for consideration of dismissal.

Requirements for Graduation

1. Successful completion of all required components, competencies, and Gateways of the curriculum in Years 1-4.

2. Satisfactory completion of the Procedures Courses.

3. Receipt of passing scores for USMLE Step 1 and USMLE Step 2 CK.

4. Satisfactory demonstration of appropriate professional conduct.

5. The normal time frame for completion of required course work for the MD degree is 4 academic years.
   a. Students matriculated into the MD degree program may at times seek an approved Leave of Absence to pursue an advanced degree. The normal time frame for completion of required course work for the MD degree plus an additional doctorate degree (e.g., PhD, EdD) is 7 years. The maximum time permitted for completion of the MD degree plus an additional doctorate degree is 9 years. The normal time frame for completion of the MD degree plus an additional master’s degree (e.g., MS, MA) is 6 years. The maximum time permitted for the completion of the MD degree plus an additional master’s degree is 8 years.

   b. Due to academic, administrative, medical, or personal difficulties or scholarly enrichment activities, a student may require additional time for completion of degree requirements. In such situations, an academic plan may be established for the student that departs from the normal course of study and that may require the repetition of all or a part of a year of study (i.e., subsequent to incomplete or unsatisfactory course work or an approved leave). To be making Satisfactory Academic Progress, students ordinarily must complete the first two years of the curriculum by the end of the third year after initial enrollment.

SAP and Leaves of Absence

1. A student may be granted an academic, administrative, medical, or personal leave of absence.
   a. The period of leave for which the student has been approved may be excluded from the published maximum time frame in which an individual student will be expected to complete all requirements of the degree program.
   b. However, unless approved by the Dean, Wake Forest School of Medicine, students will not be allowed to take more than 10 years from the time of matriculation to complete the requirements for the MD degree, inclusive of leaves of absence.
   c. A student who is not on-track to complete the requirements for the MD degree by the 9th year following matriculation will be contacted by the Registrar and required to meet with the Senior Associate Dean for Undergraduate Medical Education (or designee).

REVISION DATES: 6/2020; 10/2020

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Graduate School of Arts and Science – Biomedical Science - Policy on Satisfactory Academic Progress for Financial Aid Eligibility

To determine continuing financial aid eligibility, the financial aid committee evaluates students’ satisfactory academic progress at the end of each semester. The receipt of federally-controlled aid requires half-time enrollment (4.5 or more hours on the Reynolda Campus and 4.0 or more hours on the Bowman Gray Campus) in a degree seeking program during the fall and spring semesters and a minimum cumulative grade point average of 2.5 on work attempted in the Wake Forest University Graduate School of Arts and Sciences. Certain programs have higher academic requirements, which are communicated directly to the students by the departments. The Dean may revoke institutionally-controlled financial aid for violation of University regulations, including its honor code, or for violation of federal, state, or local laws.
FEDERAL FINANCIAL AID

The Higher Education Act mandates that institutions of higher education establish minimum standards of satisfactory academic progress for students receiving federal aid. Wake Forest University makes these minimum standards applicable to all programs funded by the federal government. Certain federal aid programs have higher academic and/or other requirements, which are communicated to recipients. To maintain academic eligibility for federal aid, a student must:

- Complete the requirements for a master’s degree or a Doctor of Philosophy degree in the maximum time frame as defined in the Wake Forest Graduate School of Arts and Science Bulletin section ‘Requirements for Degrees’ for his/her program. A student becomes ineligible for aid at the point it is determined that he/she can no longer complete degree requirements within the remaining maximum timeframe.
- Maintain a minimum 2.5 cumulative grade point average on all graded hours attempted
  - Incompletes count as hours attempted, unless from a non-credit course.
  - Audited classes do not count as hours attempted.
  - The grade point average calculation excludes satisfactory/unsatisfactory and pass/fail courses.
  - In cases where a student repeats a course for which he or she received a grade of B or lower, the cumulative grade point average is calculated by considering the course as attempted only once, with the grade points assigned reflecting the highest grade received. However, this provision does not apply to any course for which the student has received the grade of F in consequence of an honor code violation.
  - During a semester in which a student drops courses or withdraws, all graded hours attempted in the Graduate School of Arts and Sciences includes those graded hours attempted before (1) the withdrawal date, or (2) the last day to drop a course without penalty (as published in the academic calendar).
- Maintain a grade of Satisfactory "S" in research courses. Adequate progress is determined by the standards of the department or program in which the student is enrolled.

The policy on satisfactory academic progress applies only to the general eligibility for aid consideration. There are other federally-mandated requirements a student must meet to receive federal aid. For instance, certain federal loan programs also require either the passage of a period of time or the advancing of a grade level between annual maximum borrowing, regardless of general eligibility for aid. Other general student eligibility requirements for a student to receive federal financial aid are listed in Funding Your Education: The Guide to Federal Student Aid, a publication of the U.S. Department of Education.

A student who is not making satisfactory academic progress due to one of the reasons outlined above will be placed on probation by the Graduate School of Arts and Sciences. Students placed on academic probation will be notified in writing, along with the Track/Program Director and will be given one semester to resume satisfactory academic standing.

During the probationary period, students will be placed on financial aid warning for one semester and remain ineligible to receive federal and institutional assistance during that semester (except when they have exceeded their degree deadline). At the end of the probationary period, progress will be reviewed. If a student cannot re-establish satisfactory academic standing during the probationary semester, the student will become ineligible to receive financial aid and may be dismissed or withdrawn from the Graduate School.

APPEAL PROCEDURE – Bowman Gray Campus

Denial of aid under this policy may be appealed in writing to the Dean of the Graduate School and mailed to Medical Center Boulevard, WS, NC 27157.

The Dean may grant a probationary reinstatement of one semester to any student, upon demonstration of extenuating circumstances documented in writing to the satisfaction of the committee. Examples of extenuating circumstances and appropriate documentation include, but are not necessarily limited to the following: illness of the student or immediate family members – statement from physician that illness interfered with opportunity for satisfactory progress; death in family – statement of student or minister; temporary or permanent disability – statement from physician. During a probationary period, students are considered to be making satisfactory academic progress under this policy and may continue to receive aid. A determination of satisfactory academic progress for any period of enrollment after the probationary period is made at the end of the probationary period. Reinstatement after probation can be made only after the student has received credit for the appropriate percentage of work attempted with the required cumulative grade point average.
Physician Assistant Program - Satisfactory Academic Progress for Financial Aid Eligibility Policy

It is the policy of the Wake Forest PA Program to carefully monitor the progress of each student working toward the MMS degree and to make a determination on each student’s Satisfactory Academic Progress at the end of each unit of study. All Wake Forest PA Program students are responsible for complying with this policy.

Scope: All Wake Forest PA Program students are responsible for complying with this policy.

Responsible Department/Party/Parties:
Policy Owner: PA Program Policy Committee
Procedure: The PA Program Policy Committee
Supervision: The PA Program Director
Implementation: The PA Program Director

Definitions: For purposes of this Policy, the following terms and definitions apply:
WFBMC: Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), all onsite subsidiaries as well as those off-site governed by WFBMC policies and procedures.

Policy: As defined in the Policy on Creating and Amending Policy, a statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities of WFBMC. A policy may help to ensure compliance with applicable laws and regulations, promote one or more of the missions of WFBMC, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors and others are expected to operate.

Policy Guidelines:

Wake Forest School of Medicine (WFSM) is required by federal law and regulation to establish and implement a policy to measure whether students applying for and/or receiving federal financial aid are making Satisfactory Academic Progress (SAP). SAP is the successful completion of degree requirements according to established increments that lead to awarding of the degree within specified time limits. The following policy delineates the standards for Satisfactory Academic Progress at WFSM, which apply to all matriculated students, whether or not they are recipients of financial aid. Not meeting the SAP requirements may result in loss of all financial aid, federal or institutional. This policy addresses only the financial aid consequences of failing to make Satisfactory Academic Progress and does not address the consequences to academic standing or eligibility for continued enrollment.

The requirements for the MMS degree from the PA Program include the satisfactory completion of the PA curriculum at WFSM. The progress of each student working toward the MMS degree is monitored carefully, and the determination of SAP is reviewed at the end of each unit of study by the Student Progress Committee and PA Program Director. At the end of each academic year, students must have demonstrated compliance with the PA Program’s academic, professional and graduation requirements.

Monitoring of Satisfactory Academic Progress.

Each student’s progress will be evaluated after grades are finalized at the end of each unit of study. Evaluations of whether a student is making SAP will be done in a timely manner; students will not proceed to the next unit of study if they are not in good academic standing. A student who fails to meet one or more of the standards for SAP (qualitative and/or time frame) is ineligible for financial aid beginning with the term immediately following the term in which the SAP requirements were not met, pending results of the appeal process. Students will be notified via their Wake Forest School of Medicine e-mail account if they have failed to meet the requirements for SAP. Students may appeal the decision.

Qualitative Measures of SAP: Reviewed at the end of each Academic Year.

Each PA student at WFSM is required to complete successfully all of WFSM’s required courses and identified benchmarks, rotations, and examinations in order to graduate with the MMS degree from the PA Program. The WFSM PA Program measures academic progress with grades of Honors, Competent, Concern and Failure, rather than a cumulative grade point average. (Refer to the Student Progress Policy in the PA Student Handbook.)

Quantitative Measure & Maximum Timeframe: Reviewed at the end of each Academic Year.

The normal time frame for completion of required course work for the MMS degree is two academic years. The maximum
time frame is three years. Some students may apply and be approved for dual enrollment in more than one academic program offered by Wake Forest University. Based on the specific program of interest, a maximum time permitted for completion of all course content will be published to the student prior to matriculation. iv. Due to academic, administrative, medical, or personal difficulties or scholarly enrichment activities, a student may require additional time for completion of degree requirements. In such situations, an academic plan may be established for the student that departs from the normal course of study and that may require the repetition of all or a part of a year of study (i.e., subsequent to incomplete or unsatisfactory course work or an approved leave).

SAP and Leaves of Absence.

A student may be granted an academic, administrative, medical, or personal leave of absence for a variety of reasons, or a student may be granted a leave to pursue other scholarly enrichment activities. The period of leave for which the student has been approved may be excluded from the maximum time frame in which an individual student will be expected to complete all requirements of the degree program. A leave of absence should not extend training for more than one year.

Appeal Process and Financial Aid Probation.

A student who has lost eligibility for financial aid as a result of a failure to make SAP may re-establish eligibility for financial aid only if the student subsequently meets SAP requirements or successfully appeals the decision that SAP has not been met.

Students who lose eligibility for financial aid may appeal the decision regarding SAP by following the procedures below. Those wishing to utilize this process must present evidence of mitigating circumstances that occurred during the course of the unit of study or clinical rotation in question, that could not have been anticipated prior to that period, and that adversely affected their ability to make SAP. (Events such as the death of an immediate family member, extended illness suffered by the student, or other unforeseeable events that may have caused significant hardship for the student may be considered as examples of mitigating circumstances.) To appeal, the student must submit a letter of appeal to the Financial Aid Office. The appeal letter should include the following:

- Mitigating circumstances that prevented the student from meeting the requirements for SAP;
- Documentation that supports the student’s basis for appeal;
- Steps the student has taken/will take to ensure future SAP. This plan should outline the student’s academic goals for each period that will enable the student to meet the requirements for SAP at a specified future point in time;
- Anticipated graduation date.

In most cases, the PA Program Director, in conjunction with the Financial Aid Office, will render a decision within two weeks of receipt of a fully completed appeal. Notification of the decision will be sent to the student via the student’s WFSM e-mail account.

If the appeal is approved, the student will be placed on financial aid probation and will be eligible for financial aid as long as an approved Academic Plan is in place. An Academic Plan must be formulated with the PA Program Director or designee in consultation with the Registrar and student. The Academic Plan will be developed to ensure, if followed, the student will be able to meet the requirements for SAP by a designated point in time. Academic progress will be evaluated at the conclusion of each enrolled term for students on financial aid probation.

Students who meet the requirements for SAP during a defined period of probation will resume financial aid good standing and again be evaluated at the conclusion of the following academic period.

Students who fail to meet the requirements for SAP during a defined period of probation or who do not complete the requirements of their academic plan will again be ineligible for financial aid. Students may appeal again by following the appeal process.

If the SAP appeal is denied, financial aid will be cancelled.

Students who are ineligible to receive financial aid may use one or more of the following payment options while attempting to regain eligibility: student/family resources or alternative/private educational loans.

Note: A student who has lost eligibility for financial aid due to a failure to make SAP cannot automatically regain eligibility by paying tuition or by sitting out for a semester. Eligibility may be regained only by eliminating all SAP deficiencies at the student’s expense until all requirements of this policy are met. Students who are withdrawn from WFSM are not making Satisfactory Academic Progress and are not eligible to receive financial aid.
Enforcement.
The Office of the Registrar, Financial Aid, the PA Program Director and the PA Student Progress Committee collaboratively shall have the responsibility for monitoring and enforcing standards for SAP. The WFSM PA Registrar will notify the PA Student Progress Committee at the end of each unit of study or clinical rotation of any students who are not meeting the requirements for SAP. The Student Progress Committee will determine whether academic or other sanctions are warranted and will inform the student of such sanctions. The Financial Aid Office will inform any student whose financial aid has been impacted.

Review/Revision/Implementation
Review Cycle: This policy shall be reviewed by the PA Program Policy Committee at least every three (3) years from the effective date.
Office of Record: After authorization, the Legal Department shall house this policy in a policy database and shall be the office of record for this policy. The PA Program will also house this policy in its policy database.

Revision Date: April 13, 2020

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Nurse Anesthesia Program - Satisfactory Academic Progress (related to financial aid)

Federal law and regulations require Wake Forest School of Medicine (WFSM) to establish and implement a policy to measure whether students applying for and/or receiving federal financial aid are making Satisfactory Academic Progress (SAP). SAP is the successful completion of degree requirements according to established increments that lead to awarding of the degree within specified time limits. The following policy delineates the standards for Satisfactory Academic Progress at WFBH/WFSM NAP, which applies to all matriculated students, whether or not they are recipients of financial aid. Failure to meet the SAP requirements may result in a student's loss of all financial aid, including federal and institutional. This policy addresses only the financial aid consequences of failing to achieve Satisfactory Academic Progress and does not address the consequences to academic standing or eligibility for continued enrollment. For more information about those consequences, see the Academic and Professional Guidelines, and Standards for Progression.

The requirements for the Masters of Science Degree in Nurse Anesthesia (MSNA) include satisfactory achievement of performance objectives of the MSNA curriculum. The progress of each student working toward the MSNA degree is monitored carefully, and the determination of Satisfactory Academic Progress is reviewed each semester. At the end of each academic semester, students must have demonstrated compliance with WFBH/WFSM NAP clinical, academic, professional, and graduation requirements.

Monitoring of Satisfactory Academic Progress
Each student’s progress will be evaluated after grades are finalized at the end of each academic semester. Evaluations of students’ Satisfactory Academic Progress will be completed in a timely manner, however the subsequent term/year, may be in progress at the time students are notified of their ineligibility. A student who fails to meet one or more of the standards for SAP is ineligible for financial aid beginning with the academic term immediately following the term in which the SAP requirements were not met, pending results of the appeal process. Students will be notified via their WFBH e-mail account if they have failed to meet the requirements for SAP. Students may appeal the decision.

The factors determining whether SAP is achieved are explained below:

Qualitative Measures of SAP: Reviewed at the end of each Semester
Each student at WFBH/WFSM NAP is required to successfully complete all of WFSM MSNA required courses and minimum clinical case requirements in order to graduate with the MSNA degree. Refer to Honor Policy, Academic and Professional Guidelines, Standards for Progression in the Nurse Anesthesia Program Student Handbook for additional information regarding the standards for progression.

Quantitative Measure & Maximum Timeframe: Reviewed at the end of each Semester
The normal time frame for completion of required course work for the MSNA degree is 2 academic years. The maximum time permitted for completion of the MSNA degree is 3 academic years.

Other graduation criteria include satisfactory completion of all clinical rotations in the program, payment of all fees and satisfactory completion of a comprehensive examination in the final semester of the program. Criteria for progression include:
• maintaining a “B” average in cumulative academic coursework.
• achieving no more than 6 credit hours cumulatively of grades below B.
• maintaining a passing grade in each clinical course.

Due to academic, administrative, medical or personal difficulties or scholarly enrichment activities, a student may require additional time for completion of degree requirements. In such situations, an academic plan may be established for the student that departs from the normal course of study and that may require additional time extending the educational period and the repetition of all or a part of a year of study (i.e., subsequent to incomplete or unsatisfactory course work or an approved leave). To be making Satisfactory Academic Progress, students must complete the first two years of the curriculum by the end of the third year after initial enrollment.

SAP Appeal and Financial Aid Eligibility

A student who has lost eligibility for financial aid as a result of a failure to make Satisfactory Academic Progress (SAP) may re-establish eligibility for financial aid only if the student subsequently meets SAP requirements or successfully appeals the decision that SAP has not been met.

Students who lose eligibility for financial aid may appeal the decision regarding SAP by following the procedures below. Those wishing to utilize this process must present evidence of mitigating circumstances that occurred during the course of the semester in question that could in most cases, the WFSM Academic Appeals Committee will render a decision within two weeks of receipt of a fully completed appeal. All decisions of the WFSM Academic Appeals Committee are final. Notification of the decision will be sent to the student via the student’s WFBH e-mail account. If the appeal is approved, the student will be placed on financial aid probation and will be eligible for financial aid as long as an approved Academic Plan is in place. An Academic Plan must be formulated with the NAP Student Progress Committee, in consultation with the Registrar and student. The Academic Plan will typically be developed to encompass one academic semester. Academic progress will be evaluated at the conclusion of each enrolled term for students on financial aid probation.

Students who meet the requirements for SAP during their probationary semester will resume financial aid good standing and again be evaluated at the conclusion of the following academic year. Students who fail to meet the requirements for SAP during the probationary semester or do not complete the requirements of their Academic Plan will again be ineligible for financial aid. Students may appeal again by following the appeal process.

If the SAP appeal is denied, financial aid will be cancelled.

Students who are ineligible to receive financial aid may use one or more of the following payment options while attempting to regain eligibility: student/family resources or Alternative/Private Educational Loans.

Note: A student who has lost eligibility for financial aid due to a failure to make SAP cannot automatically regain eligibility by paying tuition for a semester or by sitting out a term. Eligibility may be regained only by eliminating all SAP deficiencies at the student’s expense until all requirements of this policy are met. Students who have reached their maximum time frame are not able to regain eligibility. Students who are withdrawn from WFSM are not making SAP and are not eligible to receive financial aid.

Enforcement

The NAP Student Progress Committee, Office of Financial Aid and the Offices of the WFSM Registrar collaboratively shall have the responsibility for monitoring and enforcing standards for Satisfactory Academic Progress. The WFSM Registrar will notify the NAP Student Progress Committee annually of any students who are not meeting the requirements for Satisfactory Academic Progress. The NAP Student Progress Committee will determine whether academic or other sanctions are warranted and will inform the student of such sanctions. The Financial Aid Office will inform any student whose financial aid has been impacted.

not have been anticipated prior to that period and that adversely affected their ability to make SAP. Events such as the death of an immediate family member, extended illness suffered by the student, or other unforeseeable events that may have caused significant hardship for the student may be considered as examples of mitigating circumstances.

To appeal, the student must submit letters of appeal to the WFSM Academic Appeals Committee and the Financial Aid Office. These letters of appeal should include the following:

• Mitigating circumstances that prevented the student from meeting the requirements for SAP
• Documentation that supports the student’s basis for appeal
• Steps the student has taken/will take to ensure future SAP. This plan should outline the student’s academic goals for each period that will enable the student to meet the requirements for SAP at a specified future point in time
• Anticipated graduation date
Doctor of Nursing Practice – Satisfactory Academic Progress for Financial Aid Eligibility

Federal law and regulations require Wake Forest School of Medicine (WFSM) to establish and implement a policy to measure whether students applying for and/or receiving federal financial aid are making Satisfactory Academic Progress (SAP). SAP is the successful completion of degree requirements according to established increments that lead to awarding of the degree within specified time limits. The following policy delineates the standards for Satisfactory Academic Progress (SAP) at WFSM Post-Master's DNP, which applies to all matriculated students, whether or not they are recipients of financial aid. Failure to meet the SAP requirements may result in a student's loss of all financial aid, including federal and institutional. This policy addresses only the financial aid consequences of failing to achieve SAP and does not address the consequences to academic standing or eligibility for continued enrollment. For more information about those consequences, see the section in this handbook titled Academic Honor Policy and Standards of Professional Conduct.

Qualitative Measures of SAP: Reviewed at the end of each Semester
The requirements for the Post-Masters DNP include satisfactory achievement of performance objectives of the DNP curriculum. Formative and summative evaluation of academic progress occur throughout the program. The progress of each student working toward the DNP degree is monitored carefully, and the determination of Satisfactory Academic Progress (SAP) is reviewed each semester by the Academic Nursing faculty and the WFSM registrar. At the end of each academic semester, students must have demonstrated compliance with WFSM academic, professional, and graduation requirements.

The curriculum is set up in a lock step manner. Cohorts will begin and complete the program of study together. In extenuating circumstances, with approval by the program director and the associate director for doctoral education, students will be given up to three extra years to complete their program of study for a maximum of five years for the post master's DNP, including LOA.

Quantitative Measures of SAP: Reviewed at the end of each Semester
Students are expected to maintain an overall grade point average (GPA) of 3.0. However, up to 4 credit hours may be below a “B” average during the completion of the program. The final grade given by the course director will be reported to the registrar.

Financial Aid Appeal
A student who has lost eligibility for financial aid because of a failure to make Satisfactory Academic Progress (SAP) may re-establish eligibility for financial aid only if the student subsequently meets SAP requirements or successfully appeals the decision that SAP has not been met.

Students who lose eligibility for financial aid may appeal the decision regarding SAP by following the procedures below. Those wishing to utilize this process must present evidence of mitigating circumstances that occurred during the semester in question that could not have been anticipated prior to that period and that adversely affected their ability to make SAP. Events such as the death of an immediate family member, extended illness suffered by the student, or other unforeseeable events that may have caused significant hardship for the student may be considered as examples of mitigating circumstances.

To appeal, the student must submit letters of appeal to the Financial Aid Office. These letters of appeal should include the following:

- Mitigating circumstances that prevented the student from meeting the requirements for SAP
- Documentation that supports the student’s basis for appeal
- Steps the student has taken/will take to ensure future SAP. This plan should outline the student’s academic goals for each period that will enable the student to meet the requirements for SAP at a specified future point in time
- Anticipated graduation date

In most cases, the WFSM SAP for Financial Aid Committee will render a decision within two weeks of receipt of a fully completed appeal. All decisions of the WFSM SAP for Financial Aid Committee are final. Notification of the decision will be sent to the student via the student’s WFSM e-mail account.

If the appeal is approved, the student will be placed on financial aid probation and will be eligible for financial aid as long as an approved Academic Plan is in place. An Academic Plan must be formulated with the Academic Nursing Student Progress Committee in consultation with the Registrar and student. The Academic Plan will typically be developed to encompass one academic semester. Academic progress will be evaluated at the conclusion of each enrolled term for students on financial aid probation.
Students who meet the requirements for SAP during their probationary semester will resume financial aid good standing and again be evaluated at the conclusion of the following academic year. Students who fail to meet the requirements for SAP during the probationary semester or do not complete the requirements of their Academic Plan will again be ineligible for financial aid. Students may appeal again by following the appeal process.

**If the SAP appeal is denied, financial aid will be cancelled.**

Students who are ineligible to receive financial aid may use one or more of the following payment options while attempting to regain eligibility: student/family resources or Alternative/Private Educational Loans.

**Note:** A student who has lost eligibility for financial aid due to a failure to make SAP cannot automatically regain eligibility by paying tuition for a semester or by sitting out a term. Eligibility may be regained only by eliminating all SAP deficiencies at the student’s expense until all requirements of this policy are met. Students who have reached their maximum time frame are not able to regain eligibility. Students who are withdrawn from WFSM are not making SAP and are not eligible to receive financial aid.

**Monitoring and Enforcement of Satisfactory Academic Progress**

The progress of each student working toward the DNP degree is monitored carefully, and the determination of SAP is reviewed each semester. Each student’s progress will be evaluated after grades are finalized at the end of each academic semester. Evaluations of students’ SAP will be completed in a timely manner, however the subsequent term/year, may be in progress at the time students are notified of their ineligibility. A student who fails to meet one or more of the standards for SAP is eligible for financial aid beginning with the academic term immediately following the term in which the SAP requirements were not met, pending results of the appeal process. Students will be notified via their WFSM e-mail account if they have failed to meet the requirements for SAP. Students may appeal the decision. The DNP program director and the Office of Financial Aid and the Offices of the WFSM Registrar collaboratively shall have the responsibility for monitoring and enforcing standards for SAP. At the end of each semester the WFSM Registrar will notify the DNP program director of any students who are not meeting the requirements for SAP. The program director will determine whether academic or other sanctions are warranted and will inform the student of such sanctions. The Financial Aid Office will inform any student whose financial aid has been impacted.

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).

**Student Payment Policy**

**Purpose**

The purpose of this policy is to maintain records of student charges and to collect those charges in a timely manner.

**Scope**

This policy applies to: All Wake Forest University Health Sciences/School of Medicine students - inclusive of the Physician Assistant (PA), Nurse Anesthesia (CRNA), Doctor of Nursing Practice (DNP), Doctor of Medicine (MD), and Biomedical Graduate Programs (MS/MHL/PhD) programs - are responsible for complying with this policy. All Wake Forest University Health Sciences/School of Medicine employees, including contract employees/entities, faculty, and staff are responsible for complying with this policy.

**Definitions**

**Policy:** A statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities. A policy may help to ensure compliance with applicable laws and regulations, promote one or more missions, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors, and others are expected to operate.

**WFBH:** Wake Forest Baptist Health (WFBH) is a health system that includes Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Lexington Medical Center (LMC), Davie Medical Center (DMC), Wilkes Medical Center (WMC), High Point Medical Center (HPMC), Wake Forest Baptist Imaging, LLC (WFI), NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center

**Policy Guidelines**

Wake Forest University Health Sciences/School of Medicine will maintain records of all student charges (including tuition, fees, student health insurance, and any other miscellaneous charges) for a period of seven years after each student leaves (graduates or withdraws from) the institution. Each educational program follows different term schedules throughout the
academic year for tuition/fees. These dates are published on the intranet and internet.

A. Tuition and fees are assessed on financial aid disbursement dates for each respective academic term. Aid disbursement and related charges mark the beginning of the payment period. Payments are due on or before the 10th calendar day following the start of the payment period for each term.

B. If payments are not received within 30 days from the beginning of the payment period and the student is not expecting tuition funds from a third-party source (government, VA, scholarship, etc.), the Bursar will charge a late fee of $100. A late fee of $100 will be charged every 30 days until the balance is paid in full.

C. Before registration opens for the next term, the Bursar will report students with unpaid balances to Program Directors for administrative action. Students will not be eligible to advance in the curriculum until the outstanding balance and late fees are paid in full.

D. Students will not be eligible to receive their diploma or academic transcripts until the outstanding balance is paid in full.

E. If a student withdraws, does not return from a leave of absence, or is administratively terminated and owes an outstanding balance, the Bursar will contact the student to arrange payment in full or monthly installments. If the former student fails to make the agreed-upon payments, his/her delinquent account will be turned over to a collection agency. Once referred, the account will no longer be held by WFUHS and the student must direct all inquiries and payments to the collection agency.

Revision Dates 5/18, 4/21

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Student-Focused Resources

For more information about student resources please visit our website at https://school.wakehealth.edu

❖ **Office of Student Records**

The Office of Student Records is a steward of student records, handling all records from admissions through matriculation to the conferral of the degree. This office offers a wide range of services to students and graduates in various areas of academic records, student status, official verification for licensure, transcript requests, and various certifications.

❖ **Office of Student Affairs**

The Office of Student Affairs supports individual students and student groups across all educational programs throughout their time at the Wake Forest University School of Medicine. Student Affairs is primarily responsible for supporting the personal and professional development of all students. These efforts include career advising, oversight of all student interest groups, organizations, and Learning Communities (Houses) as well as coordinating events from matriculation to graduation.

With the additional support services provided by Student Inclusion & Diversity, Student Wellbeing and the Center for Personal and Professional Development, the Office of Student Affairs strives to achieve the following vision, mission, and goals:

**Vision:** Engaged, empowered, and cared for learners become engaging, empowering, and caring health care professionals and scientists.

**Mission:** To support a challenging yet nurturing learning environment that produces innovative and ethical health care professionals, and scientists equipped to provide exemplary patient care and research findings to lead medicine and translational science into the 21st century.

**Goals:**
1. Foster learner personal and professional development by helping learners achieve academic success, guiding learners through their career pursuits, encouraging a sense of community, and promoting wellbeing of the whole learner (intellectual, physical, emotional, and spiritual)
2. Support a learning community that embodies the principles of integrity, diversity, inclusion, and mutual respect
3. Cultivate a culture of inclusion for the student body through the recruitment and retention of exceptional diverse learners
4. Maintain pathways to careers in medicine and science for all learners
Wake Forest University School of Medicine is a learning healthcare system that practices inclusive excellence to improve health. Wake Forest has a strong institutional commitment to increase diversity in its training programs by recruiting a diverse student body that fosters a welcoming and stimulating environment.

The mission of the Office of Student Inclusion and Diversity (SID) is to demonstrate a strong institutional commitment to diversity and inclusion with belonging, respect, value, engagement, and connection throughout the institution and our community.

SID focuses on supporting the educational mission of the medical school and its goal of excellence through inclusive and diverse measures.

Vision: We are a Learning Health Care system that practices inclusive excellence to improve health.

Goals:
- Pipeline – talent identification and development designed to prepare and attract diverse learners into the health professions
- Recruitment – recruit a diverse learner population
- Retention – create an inclusive environment that values all learners and experiences

SID programs and activities include short-term objectives such as assisting the Office of Admissions with recruiting and the Office of Student Affairs with retention of learners from diverse backgrounds. The long-range objectives focus on medical career awareness and preparation of underrepresented, disadvantaged, and non-traditional learners. In addition, SID assists the Office of Medical Education with efforts to provide an inclusive and culturally sensitive learning environment.

Below are some programming and groups that the Office of Inclusion and Diversity supports in the pursuit of our goals, mission, and vision:

Diversity-focused student groups:
- Cultural Awareness Council (CAC)
- Student National Medical Association (SNMA)
- Latino Medical Student Association (LMSA)
- American Medical Women Association (AMWA)
- Sexual Health Awareness Group (SHAG)
- Safe Zone in Medical Cultural Awareness Council
- WF Jewish Medical Student Group
- Mentoring the Pipeline (MTP)
- Black Graduate Student Association (BGSA)
- Student Wellness Group
- Delivering Equal Access to Care (DEAC) Clinic
- Muslim Student Association
- My Brother's Healer Student Group
- Society for Advancement of Chicanos/Hispanics and Native Americans in Science (SACNAS)

Examples of programming and Events by our office and student groups include the following:
- Admissions Committee
- Affinity Groups
- African American/Black Affinity Group
- American Indian Heritage Month Dancing and Drumming
- Art of A Cure Silent Auction
- Black History Month Celebration & Events
- College Launch programming for high school students Diwali Dinner
- Common Grounds
- Eid Celebration & Iftar Feast
- Diwali Dinner
- Global Diversi-TEA – sample of teas from around the world
- International Dance Festival
- Mentoring the Pipeline Mock Interviews
- Non-profit summer pipeline camps for high school & college students
- Pre-Health Conference
- Sickle Cell Toy Drive
- SNMA Medical Excellence Banquet
- SID Talk Time
- Wake Active Bystander
- Wake Up Winston Open Mic Night

**Contact Student Inclusion and Diversity:**
Phone: 336-716-4201  
Email: sid@wakehealth.edu  
Website: [https://school.wakehealth.edu/education-and-training/student-affairs/diversity-and-inclusion](https://school.wakehealth.edu/education-and-training/student-affairs/diversity-and-inclusion)

**Location:** We are located on the 1st floor of the Bowman Gray Center for Medical Education in Suite 130

![Resources for Academic Assistance](https://class.wfu.edu/)

In the event of academic difficulty in a particular course or clerkship, or more general problems of academic performance, students are advised to first consult with the faculty director of the course(s), clerkship(s), or block in question. Additionally, students may request academic support to improve or enhance their study, learning, and test-taking skills by contacting The Office of Academic Excellence and Support. An additional resource may be the Assistant Dean for Teaching, Learning, and Engagement in the Office of Student Affairs.

**Center for Learning, Access, and Student Success (CLASS)**  
CLASS is committed to fostering accessible and equitable learning environments by providing a range of services, education, and resources that extend to the entire campus community. CLASS provides the following services to all School of Medicine students.

- Academic Coaching
- Disability Services
- OWLS (outreach workshop learning series)

For more information about CLASS please visit their website at [https://class.wfu.edu/](https://class.wfu.edu/).

**Participation in Peer Assisted Learning (PAL)**  
Wake Forest University School of Medicine strongly supports a collaborative and inclusive learning environment. As such, students are encouraged to participate in our PAL program by becoming a tutor or benefiting from peer tutoring. Application forms requesting tutoring assistance or services may be found on our Advising page. ([https://school.wakehealth.edu/Education-and-Training/Student-Affairs/Advising](https://school.wakehealth.edu/Education-and-Training/Student-Affairs/Advising)).
General Resources

Academic Applications
Academic Applications is dedicated to the development and support of technology innovations in medical education. The mission is to provide the infrastructure within which faculty, students, and healthcare professionals can effectively utilize technologies to augment the lifelong learning process.

The office has developed a ubiquitous computing environment, focusing on technology standards in hardware, software, and networking. The students enter the Web-based curricula through a customizable portal. The Web-based curricula manage educational content such as problem-based-learning cases, lectures, education-oriented Web sites, schedules, collaborative discussions, and links to specialty content applications.

Coy C. Carpenter Library
The Library has two locations: the main library is located on the first floor of the medical center’s James A. Gray Building and a student resource center (SRC) is located on the third floor of the Bowman Gray Center for Education building downtown. The SRC houses a small core collection of textbooks and exam study materials that have been selected specifically for 1st and 2nd year medical students as well as a number of anatomical models. The Gray building location houses the print collection and offers study space, 25 general-use PCs, and computer classrooms for individual and group instruction.

The Library’s online digital resources include access to over 1600 eBooks, 3400 journals, 300 clinical procedures videos, tutorials, diagnostic and point-of-care tools, and scientific databases in the biomedical, clinical, and research sciences.

A librarian is assigned to students who alerts them to new resources, answers questions about library services, and provides searching advice.

Free document delivery is provided to all students. The Library provides free printing, photocopying, and faxing as well.

Students also have several options for accessing Coy C. Carpenter Library resources remotely. Students use their VPN to get on the institution’s network and access all resources as if they were onsite. Another option for access is through the Library’s webpage https://school.wakehealth.edu/Carpenter-Library. From that website, the proxy server will prompt them for their affiliated institution (WFU or WFUSM) and they will use their institutional password to access all of the Library’s resources. Once the student is connected to the Library, students have access to 3,486 e-journals, 1,645 e-books, and 158 databases. Coy Carpenter Library’s resources are seamlessly integrated with the undergraduate and law libraries on the Reynolda campus, and students can access and borrow any of those items. For materials not held by the Coy Carpenter Library, Interlibrary Loans are provided for free to students and the Library accepts and evaluates student suggested materials. The Library is open almost 100 hours a week and students are able to call, chat or email someone in the Library during a hours of operation or leave a message for the next day.

Creative Communications
Creative Communications, located on the first floor of the Gray Building, offers a full range of graphic services. Creative Communications also offers a wide range of video services, including video recording, digital video editing, and DVD generation and transfer. Photography services include medical, scientific, and general photography by award-winning, certified photographers using state-of-the-art digital equipment. Complete scanning, retouching, and computer output services are available, as are large poster printers, laminators, and custom framing.

Wake Forest Printing Services offers high-speed copying and offset printing for large copy and print jobs. These services, as well as business cards, can be accessed online.

Athletic Facilities
The School of Medicine Fitness Center features a complete line of Nautilus machines and aerobic machines. The center is on “E” floor of the Hanes Building and is open 24/7 with ID badge access.

Membership is free for Wake Forest University School of Medicine students. Students may also join the fitness center at Comp Rehab for an additional fee.

Hanes Park is less than a mile away from the medical center campus and contains 20 public tennis courts, which are lighted and in excellent repair. Adjacent to the tennis courts is the YMCA. Special membership rates are available to students at the “Y” upon presentation of a student ID badge. There is also a nearby YWCA located at 1300 S. Main
Street, Winston-Salem, and in Innovation Quarter near the new medical school building at 525 Vine St.

Tickets to some WFU athletic events are available in limited numbers.

**Banking Facilities:**
A branch bank is located on the M level of North Carolina Baptist Hospital and is open Monday through Friday from 9:00 a.m. to 5:00 p.m. ATMs are located on the G and M floors of Reynolds Tower, outside the Gift Shop on the M floor of North Tower, and on the first floor of the Bowman Gray Center for Medical Education. A branch bank is also located in Innovation Quarter in Biotech Place.

**Bookstore:**
Students can use the Wake Forest University Taylor Bookstore (located at 1834 Wake Forest Road on the WFU Reynolda campus) to purchase textbooks. For additional information, please call 336-758-3388 or e-mail wfu@bkstr.com. The bookstore is open from 8:30-5:00 on Monday-Friday, 10:00-4:00 on Saturday, and 12:00-4:00 on Sunday during the fall semester.

**Parking Facilities:**
Parking is available in student lots at both the medical center and the Bowman Gray Center for Medical Education. Badge access is required to enter all student lots. Please contact the Office of Student Affairs for assistance with badge access and parking. Bicycle racks are located beneath the foyer of Babcock Auditorium, at Baptist Hospital under the deck at the basement entrance to the patient tower, and at the Bowman Gray Center for Medical Education in the courtyard.
Security:
The Medical Center Security Service provides continuous patrols and surveillance throughout the medical center. Care should be taken by all when traveling through darkened halls and parking lots. The medical center Security phone number is 716-3305 and should be called to obtain escort service from the building when needed.

Security at the Bowman Gray Center for Medical Education is provided by Sunstates Security and can be reached by calling (336) 713-1568.

Medical Center Alerts/Codes
When initiating an emergency alert, students should:
- Contact the Emergency Communications Center (ECC) at 716-9111 to report the specifics of the emergency.
- Supply as much information as possible to the ECC Operator.

ECC Operators will script the plain language text and initiate the appropriate notification as expeditiously as possible using the wording in the Plain Text Matrix as appropriate.

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<thead>
<tr>
<th>Facility Alerts</th>
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<tbody>
<tr>
<td>Event</td>
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<tr>
<td>Evacuation/Relocation</td>
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<tr>
<td>Fire/Alarm</td>
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<td>Mass Casualty</td>
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<td>ED Surge</td>
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<td>Utility Failure</td>
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<td>Dangerous Weather (Tornado etc.)</td>
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<tr>
<th>Security Alerts</th>
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<tbody>
<tr>
<td>Missing Infant/Child</td>
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<td>Missing Person &gt; 18 YOA</td>
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<tr>
<td>Armed Intruder/Active Shooter/Hostage Situation</td>
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<tr>
<th>Medical Alerts</th>
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<tbody>
<tr>
<td>CPR Involving a Patient</td>
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<tr>
<th>Targeted Communications Only</th>
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<tbody>
<tr>
<td>Facility Alerts</td>
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<tr>
<td>HazMat Incident</td>
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<tr>
<td>Patient Decontamination</td>
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<tr>
<td>Severe Weather Plan</td>
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To report security problems, call 716-3305.
Resources for Personal Assistance

Student Counseling & Well-Being Services
Health care education can be stressful and demanding, with many competing commitments. Resilience and the ability to balance commitments to oneself, others, and the larger educational and professional context are key developmental capacities for adapting and thriving during this time of continuous learning and growth. Many learners find that participating in well-being activities, making connections with other learners, and seeking the support of counseling and learning professionals can enhance their ability to thrive in this intense and highly demanding environment.

It is with this awareness that the mission of Counseling & Well-Being Services (CAWS) was developed. We aim to support and promote the emotional, intellectual, physical, social, and spiritual well-being of students on our campus by providing well-being activities and counseling.

Services:
CAWS provides confidential and free counseling, coaching, and wellbeing consultation sessions for individual learners, couples and small groups. Information on Counseling & Well-Being Services, is listed on our website and on Canvas. https://school.wakehealth.edu/education-and-training/student-affairs/health-wellness-and-counseling

Professional Counselors
The following are available to provide counseling or referral for transient or long-term personal or mental health issues that interfere with academic performance or well-being:

Paige Bentley, PhD, LCMHCS, BCC, SEP, RYT
Director, Student Counseling & Well-Being Services
336-713-3357
pbentley@wakehealth.edu

Ryan MacLeod, MA, LMFT
Senior Mental Health Counselor, Training Coordinator
336-713-6302
rmacleod@wakehealth.edu

Orita Ramseur, MA/Mdiv, LCMHCS
Senior Mental Health Counselor, Outreach Coordinator
336-713-9725

Marcia McCall, PhD, MBA, LCMHCS
Part-Time Mental Health Counselor

Well-Being Activities (Examples)
- Mindfulness Meditation
- Anxiety Toolbox
- Grief Support Group
- Yoga
- Pet Therapy
- Coffee Café
- Adulting 101

Hours: Appointments are available Monday-Friday between the hours of 8am – 5pm, and last 45-50 minutes long, depending on needs. Well-being activities are held during a variety of times to accommodate learner schedules.

Location: We are located on the 1st floor of the Bowman Gray Center for Medical Education. Our waiting room is BGCME 1213.

Scheduling: Contact us at our confidential email at counselingservices@wakehealth.edu or click on the link on the website to complete a confidential, online appointment request form.
**Learning Environment Liaison (Formerly Student Advocate)**

The Learning Environment Liaison serves as a central resource for reporting mistreatment or unprofessional behavior in the learning environment for all WFUSM learners (MD, Graduate, PA, and Academic Nursing), as well as for visiting students, non-WFUSM clinical students, and non-affiliated student interns.

Students may report a mistreatment or professionalism concern to the Learning Environment Liaison through the following avenues:

- Via online reporting form in Service Now (accessible on your desktop or by using the following link: https://wakehealth.service-now.com/aclab)
- Via phone at
  Sarah Riney, 336-713-3352
- Via email at
  Sarah Riney, sriney@wakehealth.edu
- In person at Bowman Gray Center for Medical Education,
  1st floor, Sarah Riney, Office 1327

**Innovation Quarter Chaplain**

The Innovation Quarter is promoting innovation in Spiritual Care. Wake Forest University School of Medicine, the Innovation Quarter, Wake Forest University Chaplain’s office, and chaplaincy department University of WFBH Faith Health, are co-sponsoring a Manager of Spiritual Care Services for the Innovation Quarter. Chaplain Michelle Nicolle, PhD, BCC, completed a CPE residency at WFBH in August 2016. Prior to this residency, Dr. Nicolle ran a research program, with offices and a lab in the Innovation Quarter. Michelle is a graduate of the Upaya Buddhist Chaplaincy training program in Santa Fe, NM and was ordained as lay Buddhist minister in 2016. She was board certified by the Association of Professional Chaplains in 2018. In October of 2019, Michelle became a novice priest in the Soto Zen tradition, so you might see her sporting a bald head. Specializing in healthcare chaplaincy and crisis response, Michelle’s role will be to provide spiritual care and support for MD, PA, Academic Nursing, and Graduate students, faculty and staff for WFUSM, as well as WFU “Wake Downtown”. Michelle is ready to respond to crisis and care for the many businesses and scientists associated with the Innovation Quarter. Michelle’s office is located on the 3rd floor of the Bowman Gray Center for Medical Education, Office 3109. Michelle can be reached by phone at (336) 713-9766 or by email at mnicolle@wakehealth.edu
Student Health Services:

The following medical services are available to students:

Occupational Health Services:

Employee Health:

The following services are available at the Medical Center Employee Health Services Clinic on a walk-in basis Monday through Friday from 7:00 am until 5:00 pm:

- Annual compliance requirements such as the flu vaccine, as well as maintenance of immunization records;
- All human or animal blood and body fluid exposures (initial work-up, treatment, and follow-up);
- Any communicable disease exposures and follow-up;
- Yearly tuberculosis testing if required by the medical center;
- All work-related injuries, illnesses, and follow-up.

Appointments for these services may be scheduled online at the following link: https://webchartnow.com/wakehealth/

Employee Health will provide annual TB screenings and flu vaccines at no charge. All additional services will result in charges billed to students’ accounts. Employee Health does not accept personal health insurance. Please refer to the Student Health Requirements policy for more detailed information on financial responsibility for student health needs.

Contact Employee Health at (336) 716-4801 with questions regarding the services offered in Employee Health.

Primary Care and Wellbeing Services:

Student Health Services:

For assistance with scheduling appointments with primary care provider for acute, preventative or chronic medical care needs, please contact the Student Health Services at StudentHealth@wakehealth.edu

For Boone-based first year PA students, alternative services are available. Contact information will be supplied to those students at orientation.

Options for urgent medical needs on weekends and after hours include the resource list below. Please note that you must identify yourself as a student when calling to make appointments. This will ensure any potential conflicts of interest are managed and you may have access to expedited service as a student.

Wake Forest Baptist Health Access Center for main medical center scheduling: (336) 713-1298
Urgent Care Clemmons: (336) 713-0400
Weekend Walk-In Family Medicine Reynolda: (336) 713-1298
Atrium Health Urgent Care Morehead (Charlotte): (704) 446-6090

Resources for Off-Campus Education

Global Affiliations

The Medical Center has formal affiliations with Tokai University in Japan; Tromsø University in Norway; Kyungpook National University in Korea; and the University of Vienna in Austria. Global Health electives are arranged for a minimum of one month and must be individually arranged through the Office of Global Health.

Northwest Area Health Education Center

The Northwest Area Health Education Center (AHEC) of Wake Forest University School of Medicine, through its Office of Regional Primary Care Education (ORPCE), provides housing to students for clinical placement in primary care for the state of North Carolina. Additional information about student rotation resources is available on the Northwest AHEC Web site: http://northwestahec.wakehealth.edu.
Academic Nursing

Click on the title of the document or section you want, to be taken directly to that document.

- Academic Nursing Calendar
- Doctor of Nursing Practice
- Nurse Anesthesia
- Technical Standards

Academic Nursing Mission & Vision

Mission:
1. Improve the health of our state, region, and nation by:
   a. Educating nurses to translate research into practice
   b. Educating day-one ready nurse anesthetists to improve access to healthcare
2. Generate leaders in nursing

Vision:
To create a center of excellence in nursing education

As the nation works to ensure adequate nursing capacity, nurses with doctorate degrees will be essential to implementing the evidence that will support contemporary nursing practice, improve patient care, and reduce health disparities. Academic Nursing students will be prepared to practice in service, leadership or academic settings. Academic Nursing graduates will:

1. Apply scientific principles in the provision of advanced practice nursing to promote the health of individuals, communities and populations.
2. Translate scientific evidence into practice and policy to promote ethically sound, high-quality, cost effective patient-centered care.
3. Employ strategic leadership in interprofessional teams within organizations and healthcare systems.
4. Evaluate and utilize data analytic methods, information systems and technology to improve clinical outcomes.
5. Apply legal, financial and regulatory principles to advocate for change in healthcare policy.
6. Disseminate scholarly work.
## Department of Academic Nursing
### Academic Calendar 2022 – 2023

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<tr>
<th>FALL</th>
<th>2022</th>
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<tbody>
<tr>
<td>First Day of Class</td>
<td>8/22</td>
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<tr>
<td>Orientation / On site coursework</td>
<td>8/08 – 8/12</td>
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<tr>
<td>Labor Day</td>
<td>9/5</td>
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<tr>
<td>Thanksgiving Holiday</td>
<td>11/23 – 11/27</td>
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<tr>
<td>Last Day</td>
<td>12/18</td>
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<table>
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<tr>
<th>SPRING</th>
<th>2023</th>
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<tbody>
<tr>
<td>First Day</td>
<td>1/3</td>
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<tr>
<td>MLK Day</td>
<td>1/16</td>
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<tr>
<td>Spring Break</td>
<td>4/3 – 4/9</td>
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<tr>
<td>Easter Holiday</td>
<td>4/9</td>
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<tr>
<td>Last Day</td>
<td>4/23</td>
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<table>
<thead>
<tr>
<th>SUMMER</th>
<th>2023</th>
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<tbody>
<tr>
<td>First Day</td>
<td>5/8</td>
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<tr>
<td>Memorial Day</td>
<td>5/29</td>
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<tr>
<td>Independence Day</td>
<td>7/4</td>
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<tr>
<td>Last Day</td>
<td>8/18</td>
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<tr>
<td>Graduation (Subject to Change)</td>
<td>8/19</td>
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Doctor of Nursing Practice

Complete details about this program may be found in the DNP Student Handbook and on the web: http://www.wakehealth.edu/Doctor-of-Nursing-Practice.htm

Wake Forest University School of Medicine has a long tradition of excellence in creating nursing leaders. The department that has offered a distinguished advanced practice nursing program for 75 years, now offers a Doctor of Nursing Practice degree (DNP). With the convention of established excellent and innovative education, the online post-master’s DNP program at Wake Forest University School of Medicine prepares the next generation of nurse leaders, expanding nursing roles in practice, management, and education. The DNP program builds on the nursing master’s degree, providing doctoral-level content in healthcare law, organizational systems management, policy, translation and implementation research, population health, and nursing informatics. Ingrained in interprofessional and interprofessional collaboration, this unique nursing program housed within a school of medicine offers an unrivaled degree. Partnering with the Wake Forest University School of Law, DNP students will take elective credits in healthcare law. The post-master’s DNP program is a part-time, two-year online program for registered nurses seeking to assume greater leadership and advanced clinical roles that will translate evidence into practice, evaluate clinical outcomes and improve models of healthcare delivery. Through life-long learning, graduates will lead the future of nursing by advancing best practice. Program graduates are awarded the Doctor of Nursing Practice (DNP) degree by the Wake Forest University School of Medicine.
The Nurse Anesthesia Program was established in 1942 as one of the professional schools of The North Carolina Baptist Hospital (NCBH) and the Bowman Gray School of Medicine. Since then, Wake Forest Baptist Health has served as the program’s sponsor and the major clinical facility for clinical education of our students. Currently, the program is one of an elite minority of programs which are housed in a school of medicine. Program graduates are awarded the Master of Science in Nurse Anesthesia degree by the Wake Forest University School of Medicine. Beginning in 2023, graduates will be awarded a Doctor of Nursing Practice degree. For over 74 years, the nurse anesthesia program has been highly regarded for an exceptional quality of graduates, as well as for housing faculty of outstanding achievement and recognition, nationally and internationally. The program offers high quality education and experience to a select group of professional nurses to prepare graduates for a life-long study and practice of anesthesia. The program strives to maintain a top-ranked position through the provision of a rigorous education and program evolution to capitalize upon emerging trends in health care and education. Our program is renowned for a legacy of leadership development with our graduates serving in or having occupied the highest positions of state, national, and international nurse anesthesia organizations. Our students are privileged to be educated by professional advocates who have held positions of prominence in our profession. We provide a rigorous education which leads graduates to embody passion for the art of anesthesia nursing, commitment to professionalism, and stewardship of the profession. Our unique combination of longstanding history and a current, progressive approach is embodied in our tagline:

“Established Excellence, Innovative Education”.

Complete details about this program may be found in the Nurse Anesthesia Student Handbook through PolicyTech and on the web: www.wakehealth.edu/Nurse-Anesthesia-Program
Technical Standards for Admission, Continuation and Graduation

A candidate for the Master of Science in Nurse Anesthesia and Doctor of Nursing Practice must be able to demonstrate intellectual-conceptual, integrative and quantitative abilities; skills in observation, communication and motor functions; and mature behavioral and social attributes. Technological compensation can be made for some disabilities in certain areas, but a candidate should be able to perform in a reasonably independent manner without a trained intermediary. The use of a trained intermediary means that a candidate’s judgment or performance must be mediated by someone else’s power of selection, observation, or performance.

Sensory
A candidate must be able to detect and interpret changes in monitoring alarms and equipment.

A candidate must have sufficient sensory capacity to observe in the lecture hall, the laboratory, the outpatient setting, and the patient's bedside.

Sensory skills adequate to perform a physical examination are required. Functional vision, hearing and tactile sensation must be adequate to observe a patient's condition and to elicit information from computerized monitors, and through procedures regularly required in a physical examination, such as inspection, auscultation and palpation.

A candidate must be able to observe a patient accurately at a distance and close at hand.

Communication
A candidate should be able to speak, hear and observe patients in order to elicit information; describe changes in mood, activity, and posture; and perceive nonverbal communications.

A candidate must be able to communicate effectively and sensitively with patients. Communication includes speech, as well as reading and writing.

A candidate must be able to communicate effectively via oral and written modalities interacting with all members of the health care team.

Motor
Candidates should have sufficient motor function to elicit information from patients by palpation, auscultation, percussion and other diagnostic maneuvers.

A candidate must be able to negotiate patient care environments and must be able to move self/patients between settings, such as clinic, classroom building, and hospital.

A candidate should be able to execute motor activities reasonably required to provide general care, to perform direct laryngoscopy, arterial and venous line placement, and performance of peripheral and central nerve blocks, anesthesia gas machine operation and troubleshooting, and to provide emergency and urgent treatment to patients such as fiberoptic intubation and therapies of the difficult airway algorithm.

Examples of emergency treatment reasonably required of a nurse anesthetist are cardiopulmonary resuscitation (CPR) and the administration of intravenous medication. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision.

Intellectual-Conceptual, Integrative and Quantitative Abilities
Intellectual-conceptual, integrative and quantitative abilities include measurement, calculation, reasoning, analysis and synthesis. Problem-solving, the critical skill demanded of a nurse anesthetist, requires all of these intellectual abilities.

A candidate should be able to comprehend 3-dimensional relationships and to understand the spatial relationships of structures for the performance of peripheral and central nerve blocks.

A candidate must be able to read and understand medical and nursing literature. In order to complete the degree, candidates must be able to demonstrate mastery of these skills and the ability to use them together in a timely and often critical fashion in problem-solving and patient care.
Behavioral and Social Attributes
A candidate must possess the emotional health required for full utilization of intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and other healthcare personnel.

A candidate must be able to tolerate physically taxing workloads and to function effectively under stress. They must be able to adapt to changing environments, display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients.

Commitment to excellence, service orientation, goal-setting skills, academic ability, self-awareness, integrity and interpersonal skills are all personal qualities that are assessed during the admission and education process. Because the nature of nurse anesthesia education is based on a mentoring process, candidates are expected to be able to accept criticism and respond by appropriate modification of behavior. Compassion, integrity, concern for others, interpersonal skills, interest and motivations are all personal qualities that are required.

Annotations to the Technical Standards
In addition to the existing text incorporated within the Technical Standards for Nurse Anesthesia Studies for Admission, Continuation and Graduation, there are specific needs that are relevant to successful completion of curriculum requirements. This addendum provides specific examples to enhance the interpretation of the Technical Standards, particularly within the “Motor” and “Behavioral and Social Attributes” categories.

Learners are required to master the skills of a complete physical examination. They must complete Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Cardiac Life Support (PALS) and Neonatal Resuscitation Program (NRP) instruction and certification processes. Learners must be available to meet when sessions are available for the mastery of the curriculum objectives. This may include evening, night and weekend obligations.

During the clinical internship, several mandatory rotations require extended hours, with start times as early as 5:00 am. Evening, on-call and weekend shifts are common and may extend into 12 to 16 hour days. As a result, learners must be able to physically and psychologically perform capably and competently with moderate degrees of sleep deprivation.

Many surgical procedures essential to training may last for 3 or more hours. Learners may be required to stand in a relatively fixed position for the entirety of the procedure with minimal rest or breaks. In emergency situations, patients may need to be moved, turned or resuscitated, and the learner may be in situations that necessitate short periods of bending, lifting or partial lifting, reaching, squatting or straining.

Within AHWFB rotations, learners may be required to cover large areas of space (different patient-care floors, different wings or sections within institutional building structures). They must be able to transport themselves and patients from one location to another in a timely fashion in order to facilitate patient care responsibilities and to receive educational training, such as during rounds.

Learners are responsible to ensure that they arrive fit for duty, which is defined as being in sound emotional, physical, and mental health to provide safe anesthesia care. Learners are required to update the program on changes in their health status (including medications) which may impact their vigilance, alertness, or ability to provide safe patient care. The presence of communicable disease (such as HIV or Hepatitis) may impair the learner’s ability to provide safe care, and the program abides by NC law and the School of Medicine policy on the Effects of Infectious Disease or Disability on Student Learning Activities. Learners infected with a communicable disease should consult with the program director to ensure that they are able to safely care for patients.
Doctor of Medicine Degree

Click on the title of the document or section you want, to be taken directly to that document

- WFUSM MD Regional Medical Campus Information
- Admissions
- Institutional Goals and Objectives
- The Grading System
- Student Attendance Overview
- Inclement Weather Guidelines & Procedures
- MD Student-Focused Resources
- MD Student Responsibilities
- MD Awards and Honors
- MD Program Courses
  - Year 1 Curriculum
  - Year 2 Curriculum
  - Year 3 Curriculum
  - Year 4 Curriculum
- MD Academic Calendar
- Doctor of Medicine Program Policies and Procedures

The degree “Doctor of Medicine” is awarded to certify that the student has acquired a general knowledge in all fields of medicine and basic skills requisite for the independent practice of medicine. Candidates for the M.D. degree must have abilities and skills in seven general areas: observation; communication; motor; intellectual-conceptual, integrative, and quantitative; and behavioral and social. Technological compensation can be made for some disadvantages in certain areas, but a candidate should be able to perform in a reasonably independent manner. The use of a trained intermediary in a way that a candidate’s judgment must be mediated by someone else’s power of selection and observation is not acceptable.

For more information about the Wake Forest University MD program please visit our website:
https://school.wakehealth.edu/education-and-training/md-program
WFUSM MD Regional Medical Campus Information

The partnership between Atrium Health and Wake Forest University School of Medicine has been a life-changing combination with a shared mission to improve health, elevate hope, and advance healing for ALL. Approved as a Regional Clinical Campus of Wake Forest University School of Medicine by the LCME in 2021, Atrium Health CMC has been educating medical students since the 1960’s. Believing that we are truly one medical school with two campuses, the curriculum in Charlotte for MD students has been designed to be comparable to that in Winston Salem, and students are able to complete their entire third and fourth years of medical school in Charlotte. This includes transition courses, testing, pivot weeks, and certifications.

Students who wish to spend their third year in Charlotte working at Atrium Health Carolinas Medical Center may select this option during the spring of their first year of medical school. At present, 40 slots are available for students to complete their immersion year at the Charlotte campus. When students are accepted to the Charlotte campus, they commit to spending the entirety of Year 3 in Charlotte.

Admissions

The selection of applicants for admission as medical students to the Wake Forest School of Medicine involves a competitive evaluation process, the authority and responsibility for which rests with the Committee on Admissions (COA).

The Committee on Admissions establishes and publicizes on the admissions webpage attributes desired of applicants and reviews these attributes annually, aligning them with the School of Medicine’s mission and vision and the school’s educational goals and objectives.

Please read the full Policy on the Selection of Medical Students here.

International Applicants

Applications are only accepted from U.S. citizens and permanent residents as long as the undergraduate, premedical course work has been done in the United States or Canada. If the undergraduate, premedical course work has been done outside the U.S. or Canada, the applicant must complete some recommended coursework in the United States or Canada prior to applying.

Official Transcripts Required for Accepted Students

The School of Medicine requires the use of the American Medical College Application Service (AMCAS), which supplies the School all post-secondary education grades as part of the application process. Accepted students will be required to provide official transcript(s) to the Office of Admissions with degree conferral noted.
Institutional Goals and Objectives

Wake Forest University School of Medicine MD Program

Wake Forest University School of Medicine provides a unique medical education developed by a faculty that value self-inquiry, collaboration, curiosity, and leadership. We offer a transformational and supportive experience that develops physicians who set the standard for compassionate, collaborative care; who lead the way in socially responsible healthcare and biomedical sciences locally, nationally, and globally; and who learn, discover, and apply innovative state-of-the-art knowledge and skills to the art of medicine. Students and faculty are equal and active partners in the learning process.

Principles of the MD Program

Wake Forest University School of Medicine is defined by a commitment to:

- Empathy and respect for patients and colleagues
- Ethical decision making
- Health equity
- Intellectual rigor and scientific curiosity
- Leadership and innovation
- Patient-centered, team-based care
- Self-inquiry and lifelong learning
- The belief that even the most challenging problems can be solved

Our medical school culture and curriculum are based on these principles. Our faculty value them and model them for students. Although our curriculum evolves as medicine changes, we hold firm to these core values so that above all else, our graduates are trained to practice medicine according to these principles.

Objectives of the MD Program Knowledge for Practice

Each graduate must demonstrate knowledge of the basic, clinical, and behavioral sciences, and apply this knowledge to patient care.

By the time of graduation, students are expected to:

1.1 Demonstrate knowledge of the normal structure and function of the human body and each of its major organ systems.
1.2 Demonstrate a foundation of cell and molecular biology for understanding mechanisms of acquired and inherited human disease.
1.3 Demonstrate knowledge of altered structure and function of major organ systems that are seen in common diseases and conditions.
1.4 Demonstrate knowledge of the clinical, laboratory, and radiologic manifestations of common disease and conditions.
1.5 Demonstrate knowledge of behavioral, psychosocial, genetic, and cultural factors associated with the origin, progression, and treatment of common diseases and conditions.
1.6 Demonstrate knowledge of the epidemiology of common diseases and conditions within a defined population and systematic approaches useful in reducing the incidence and prevalence of these maladies.
1.7 Demonstrate knowledge of the impact of cultural and psychosocial factors on a patient’s ability to access medical care and adhere with care plans.

Interpersonal and Communication Skills

Each graduate will communicate and interact effectively with patients, their families and members of the interprofessional healthcare team.

By the time of graduation, students are expected to:

2.1 Demonstrate empathic and patient-centered interviewing and communication.
2.2 Demonstrate the ability to obtain an accurate and complete medical history considering the patient’s culture, beliefs, personal preferences, and level of health literacy.
2.3 Demonstrate the ability to communicate effectively, both orally and in writing, with patients, families, and members of
the healthcare team/other healthcare professionals.

2.4 Demonstrate the ability to work as a member of a healthcare team, collaborating effectively with other healthcare professionals in caring for patients.

Patient Care
Each graduate will function as a member of an inter-professional healthcare team and provide patient care that is compassionate, appropriate and effective for the treatment of health problems and the promotion of health in diverse populations and settings.

By the time of graduation, students are expected to:

3.1 Elicit in-depth and focused patient-centered histories.
3.2 Perform accurate complete and focused physical and mental status examinations.
3.3 Integrate patient information with clinical and basic science knowledge.
3.4 Select appropriate, relevant laboratory, radiologic and other clinical studies and interpret the results of such studies.
3.5 Develop a differential diagnosis.
3.6 Formulate a plan for the evaluation, diagnosis, and treatment of common clinical problems.
3.7 Recognize patients with life-threatening, emergency conditions and institute appropriate initial therapy.
3.8 Identify opportunities for early intervention, prevention and health education of patients while being mindful of the patient’s readiness and barriers to change.
3.9 Demonstrate technical competence of routine medical procedures.
3.10 Recommend appropriate referral of patients including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes.
3.11 Synthesize and communicate patient information to other health professionals to accomplish safe care transitions and promote effective teamwork.

Professionalism
Our students are expected to demonstrate a commitment to upholding their professional duties guided by ethical principles.

By the time of graduation, students are expected to:

4.1 Demonstrate respect for patients by using the appropriate form of address, attending to a patient’s comfort, displaying appropriate attire and grooming, and honoring a patient’s privacy and right to make decisions.
4.2 Demonstrate responsibility in actions by being punctual, managing emotions when confronted with adversity and confrontation, and recognizing personal and peer impairments.
4.3 Demonstrate honor and integrity by being honest about role and experience level, admitting mistakes and shortcomings, appropriately attributing sources of ideas and data, and respecting boundaries between patients, peers, and educators.
4.4 Demonstrate reverence for human life, understanding that sympathy for suffering is a fundamental concern of the medical profession and that the needs of the patient are paramount and should govern a physician's actions.
4.5 Demonstrate compassion by recognizing and responding with empathy to others’ emotions and expectations, regardless of regardless of gender, race, sexual orientation, culture, socioeconomic status, religion, political affiliation, medical diagnosis, level of adherence, or health literacy/education level.
4.6 Demonstrate a dedication to teamwork, and an understanding of and respect for the unique roles of all members of the healthcare team.
4.7 Demonstrate knowledge of the principles that govern ethical decision-making and rules and regulations regarding healthcare delivery, incorporating them into clinical practice and research.

Practice-Based Learning and Improvement
Each graduate must demonstrate the ability to investigate and evaluate their care of patients, to appraise and assimilate scientific evidence, and to continuously improve patient care based on constant self-evaluation and life-long learning.

By the time of graduation, students are expected to:

5.1 Demonstrate the ability to recognize strengths, deficiencies and limitations in their knowledge and skills.
5.2 Demonstrate the ability to set learning and improvement goals.
5.3 Demonstrate the ability to identify and perform learning activities that address gaps in their knowledge, skills and/or attitudes.
5.4 Demonstrate the use of information technology to optimize learning.
5.5 Demonstrate a commitment to continuously improve their medical knowledge, skills and/or attitudes by incorporating formative evaluation and feedback into daily practice.
5.6 Participate in the education of patients, families, trainees, peers and other health professionals.
5.7 Demonstrate the ability to obtain and utilize information about individual patients, populations of patients or communities of patients to improve care.
5.8 Demonstrate life-long learning skills by continually identifying, analyzing and implementing new knowledge, guidelines, standards, technologies, products or services that have been demonstrated to improve outcomes.

**Systems-Based Practice**

Each graduate will demonstrate awareness and understanding of the broader health care delivery system and will possess the ability to effectively use system resources to provide patient-centered care that is compassionate, appropriate, safe and effective.

By the time of graduation, students are expected to:

6.1 Advocate for quality patient care and optimal care systems.
6.2 Demonstrate a commitment to balancing risks of harm vs. benefit in patient and/or population-based care as well as exercising cost-awareness.
6.3 Use system resources available to patients, families and communities for health promotion and maintenance, disease prevention, education, treatment, and rehabilitation of medical and psychiatric conditions.
6.4 Identify system errors and common sources of medical error and recommend potential systems solutions.

**Interprofessional Collaborative Practice**

Each graduate will demonstrate the skills to participate as a contributing and integrated member of an interprofessional healthcare team to provide safe and effective care for patients and populations.

By the time of graduation, students are expected to:

7.1 Identify one’s own role and the roles of other team members, including limitations and boundaries of each role to optimize healthcare delivery and effective healthcare team functioning.
7.2 Work with other health professionals to cultivate and preserve a climate of mutual trust, respect, dignity, diversity, integrity, and ethicality.
7.3 Communicate with respect for and appreciation of all healthcare team members and include them in all relevant information exchange.
7.4 Participate as a high-functioning team member by contributing one’s skills set, supporting other team members as needed and ensuring the functioning of the healthcare team remains optimal (i.e. safe, timely, efficient, effective, and equitable) for patient and population-centered care.

**Personal and Professional Development**

Each graduate will demonstrate the qualities and commitment required to sustain lifelong learning, personal and professional growth.

By the time of graduation, students are expected to:

8.1 Demonstrate self-awareness in identifying limitations (in knowledge, skill, emotion, etc.) and the ability to seek help appropriately and engage in healthy coping mechanisms.
8.2 Develop skills for ongoing improvement as a healthcare provider through self-reflection, critical self-appraisal, and openness to accepting feedback.
8.3 Understand that situations involving ambiguity and uncertainty are natural elements of the medical profession and respond to such situations by drawing upon appropriate resource.
The Grading System

The practice of medicine is a continual test of a person’s will and ability to perform at the highest level. Students are expected to develop a habit of excellence and set personal standards of achievement that will provide the highest quality of patient care and bring credit to themselves, to their profession, and to their alma mater. The school’s grading system reflects these goals.

Grading System for Years 1 & 2
Pass Fail

Grading System for Years 3 & 4
Honors
High Pass
Pass
Low Pass
Fail
Note: “Fail” (F) is not a passing grade.

The criteria for each grade level should be specified prior to the start of each course or clerkship.

Mechanics of Handling Grades
Final grades are recorded in the Office of Student Records. Periodic progress reports are built into the system so that students have an opportunity to receive feedback regarding strengths and weaknesses. However, if students feel uncertain about their progress in a given area, they should contact the faculty member responsible for student evaluation for that course. If that is not satisfactory, they should contact the Associate Dean for MD Program Academic Affairs or the Director of Academic Affairs.

Class Standing
Actual grades received and class rankings are recorded in the student record maintained in the Office of Student Records. Class rank is calculated at the end of Year 3. Class rank will no longer be calculated beginning with the Class of 2019.

Student Attendance

Because of the critical significance of the mandatory activities of the Foundations curriculum and the clinical activities of the Immersion and Individualization phases of curriculum, attendance is required for all scheduled course activities and clinical or clerkship activities. Policies relating to excused and unexcused absences from any course activities are outlined in the MD policy section below (on page 72) and can also be found in our PolicyTech System.

Student attendance is governed by two separate policies:
Attendance policy for Medical Students in Years 1 and 2
Attendance policy for Medical Students in Years 3 and 4

Students may make an absence request through the SSAS system for review.

Students may be excused from classes or clinical activities in order to access health services. Students will follow the appropriate Attendance Policy as outlined for planned or unplanned absences related to accessing health services.

Effects of infectious and/or environmental disease or disability on student educational activities: If exposed to an infectious and/or environmental disease, the student may be withdrawn from the appropriate courses, clerkships, or electives until he/she provides evidence that the problem has been appropriately corrected. In any case resulting in disability, the student will be referred to the Committee on Student Accommodations to decide if the student is still able to meet the Wake Forest University School of Medicine Technical Standards and other requirements of the curriculum and to evaluate the reasonableness of any requested accommodations.
Inclement Weather Guidelines & Procedures

Wake Forest School of Medicine remains open and operates continuously unless otherwise determined by the Dean of the School of Medicine. Classes and clerkship activities will be held when the school is open.

Circumstances may arise during a term that cause significant disruptions to School of Medicine and/or MD Program operations and result in the closing of campus or a change in course modalities. These circumstances include, without limitation, extreme weather, fire, natural disaster, war, labor disturbances, loss of utilities, riots or civil commotions, epidemic, pandemic, public health crisis, power of government, or any other circumstance mentioned above, which is beyond the reasonable control or authority of the School of Medicine and/or the MD Program.

In the event of inclement weather, students should visit their learning management system and monitor their email to obtain information regarding any schedule changes for that day. Every effort will also be made to notify students via e-mail of any cancellations or postponements.

Students may also be notified of emergency events and severe weather situations by text message sent via the WFBH Emergency Alert System (MIR3). Students must maintain updated and accurate contact information in their PeopleSoft accounts in order to be included in these messages.

In situations where classes and clerkship activities are being held on inclement weather days, students are encouraged to use appropriate discretion and not to travel under unsafe conditions or take unnecessary risks.

Any student who is unable to attend Y3 or Y4 activities due to inclement weather should notify his/her preceptor, clinical team and Course/Clerkship Director, and submit an absence request via the Student Scheduling and Absence System (SSAS).

Any student who is unable to attend Y1 or Y2 activities due to inclement weather should submit an online absence request for any mandatory or small group/workshop events and notify their facilitator.

Charlotte Location

If an adverse event, such as inclement weather, changes the healthcare system operating status, campus communications will occur via Everbridge Mass Notification System. Students will register online for these notifications during orientation. https://member.everbridge.net/453003085613685/login/sso[member.everbridge.net]

Students are asked to make personal safety a priority.

Individual questions or concerns can be addressed directly with the Campus Director.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
# MD Academic Calendars

**Wake Forest School of Medicine**  
**Academic Year 2022 – 2023**  
**FOUNDATIONS 1 - Class of 2026**

<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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<tbody>
<tr>
<td>F1 LAUNCH Course</td>
<td>Tuesday, July 5 through Wednesday, July 20, 2022</td>
</tr>
<tr>
<td>White Coat Ceremony</td>
<td>TBD, 2022</td>
</tr>
<tr>
<td>Anatomy Course</td>
<td>Thursday, July 21 through Tuesday, October 25, 2022</td>
</tr>
<tr>
<td>Holiday (Labor Day)</td>
<td>Monday, September 5, 2022</td>
</tr>
<tr>
<td>Medical Student Research Day</td>
<td>TBD, 2022</td>
</tr>
<tr>
<td>Metabolism &amp; Defense (MAD) Course</td>
<td>Thursday, October 27, 2022, through Friday, January 20, 2023</td>
</tr>
<tr>
<td>Thanksgiving Recess Begins</td>
<td>Wednesday, November 23, 2022</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Monday, November 28, 2022</td>
</tr>
<tr>
<td>Holiday Recess Starts</td>
<td>Monday, December 19, 2022</td>
</tr>
<tr>
<td>Spring Semester Begins/Classes Resume</td>
<td>Monday, January 2, 2023</td>
</tr>
<tr>
<td>Holiday (Martin Luther King, Jr)</td>
<td>Monday, January 16, 2023</td>
</tr>
<tr>
<td>Neuroscience Block</td>
<td>Monday, January 23 through Friday, March 24, 2023</td>
</tr>
<tr>
<td>Spring Recess</td>
<td>Monday, March 27 through Friday, March 31, 2023</td>
</tr>
<tr>
<td>GI Block</td>
<td>Monday, April 3 through Friday, April 28, 2023</td>
</tr>
<tr>
<td>Alumni Weekend</td>
<td>TBD, 2023</td>
</tr>
<tr>
<td>CAS Exams – Neuroscience &amp; GI</td>
<td>Tuesday, May 2 &amp; Wednesday, May 3, 2023</td>
</tr>
<tr>
<td>F1 Ends</td>
<td>Wednesday, May 3, 2023</td>
</tr>
<tr>
<td>Summer Session (9 ½ weeks)</td>
<td>Thursday, May 4 through Sunday, July 9, 2023</td>
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</tbody>
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**Foundations 2 begins on Monday, July 10, 2023**
<table>
<thead>
<tr>
<th>Event</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>Y2 Orientation</td>
<td>Monday, July 11, 2022</td>
</tr>
<tr>
<td>Heme-Lymph Block</td>
<td>Monday, July 11 – Tuesday, August 2, 2022</td>
</tr>
<tr>
<td>Pulmonary Block</td>
<td>Thursday, August 4 through Friday, August 26, 2022</td>
</tr>
<tr>
<td>Cardiovascular Block</td>
<td>Monday, August 29 through Monday, September 26, 2022</td>
</tr>
<tr>
<td>Holiday (Labor Day)</td>
<td>Monday, September 5, 2022</td>
</tr>
<tr>
<td>Y2 CAS Exam 1</td>
<td>Wednesday, September 28, 2022</td>
</tr>
<tr>
<td>Fall Recess</td>
<td>Thursday, September 29 through Friday, September 30, 2022</td>
</tr>
<tr>
<td>Renal Block</td>
<td>Monday, October 3 through Wednesday, October 26, 2022</td>
</tr>
<tr>
<td>Medical Student Research Day</td>
<td>TBD, 2022</td>
</tr>
<tr>
<td>Rheumatology Block</td>
<td>Thursday, October 27 through Monday, November 7, 2022</td>
</tr>
<tr>
<td>Endocrinology/Reproduction Block</td>
<td>Tuesday, Nov 8 – Tuesday, December 13, 2022</td>
</tr>
<tr>
<td>Thanksgiving Recess Begins</td>
<td>Wednesday, November 23, 2022</td>
</tr>
<tr>
<td>Classes Resume</td>
<td>Monday, November 28, 2022</td>
</tr>
<tr>
<td>Y2 CAS Exam 2.</td>
<td>Thursday, December 15, 2022</td>
</tr>
<tr>
<td>NBME Practice Exam</td>
<td>Friday, December 16, 2022</td>
</tr>
<tr>
<td>Holiday Recess Starts</td>
<td>Monday, December 19, 2022</td>
</tr>
<tr>
<td>USMLE Step 1 Preparation</td>
<td>Monday, January 2 – Monday, Feb 6, 2023</td>
</tr>
<tr>
<td>Y3 Prep – Transition to Patient Care</td>
<td>Monday, February 13 – Friday, March 3, 2023</td>
</tr>
<tr>
<td>Y2 Ends</td>
<td>Sunday, March 5, 2023</td>
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</table>

**USMLE Step 1 must be completed by end of: Wednesday, February 8, 2023**  
(Recommended Step 1 Completion Date is: Wednesday, February 1, 2023)

**Please note:** A student’s condition of return from an academic Leave of Absence is the receipt of a passing score in hand. For students on a Leave of Absence, please contact the Registrar for additional information on Step 1 testing deadline.
# Wake Forest University School of Medicine
## Academic Year 2022-2023, Class of 2024

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Y3 Begins</td>
<td>Monday, March 7, 2022</td>
</tr>
<tr>
<td>Holiday (Spring Break)</td>
<td>Friday, April 15 - Sunday, April 17, 2022</td>
</tr>
<tr>
<td>Holiday (Memorial Day)</td>
<td>Monday, May 30, 2022</td>
</tr>
<tr>
<td>Clerkship Activities End</td>
<td>Sunday, June 26, 2022</td>
</tr>
<tr>
<td>Y3 Vacation (1 week)</td>
<td>Monday, July 4 - Sunday, July 10, 2022</td>
</tr>
<tr>
<td>Clerkship Activities Resume</td>
<td>Monday, July 11, 2022</td>
</tr>
<tr>
<td>Holiday (Labor Day)</td>
<td>Monday, September 5, 2022</td>
</tr>
<tr>
<td>Clerkship Activities End</td>
<td>Sunday, October 30, 2022</td>
</tr>
<tr>
<td>Clerkship Activities Resume</td>
<td>Monday, November 7, 2022</td>
</tr>
<tr>
<td>Thanksgiving Recess</td>
<td>Wednesday, November 23 @ noon - Sunday, November 27, 2022</td>
</tr>
<tr>
<td>Clerkship Activities Resume</td>
<td>Monday, November 29, 2021</td>
</tr>
<tr>
<td>Holiday (Winter Break)</td>
<td>Wednesday, December 21 @ noon - Monday, January 2, 2023</td>
</tr>
<tr>
<td>Clerkship Activities Resume</td>
<td>Tuesday, January 3, 2023</td>
</tr>
<tr>
<td>Holiday (Martin Luther King, Jr.)</td>
<td>Monday, January 16, 2023</td>
</tr>
<tr>
<td>Clerkship Activities End</td>
<td>Sunday, March 5, 2023</td>
</tr>
<tr>
<td>Y3/Y4 Transition Weeks Begin</td>
<td>Monday, March 6, 2023</td>
</tr>
</tbody>
</table>

Clerkship activities begin at 7 am and end at 5 pm unless otherwise designated by the clerkship.

<table>
<thead>
<tr>
<th>Event Dates</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition to Patient Care</td>
<td>February 14 – March 4, 2022</td>
</tr>
<tr>
<td>2nd Pivot Week/CPX</td>
<td>June 27 – July 1, 2022</td>
</tr>
<tr>
<td>3rd Pivot Week/CPX</td>
<td>October 31-November 4, 2022</td>
</tr>
</tbody>
</table>
### Transition Week 1: ACLS/CPX/OSCE/Orientation

**Mon, March 7 – Fri, March 11, 2022**

**Transition Week 2: Vacation** **(**barring any make-ups**)**  
*Mon., March 14 – Sun., March 20, 2022*

**Y4-1 Begins**  
Monday, March 21, 2022

**Y4-1 Ends**  
Thursday, April 14, 2022

**Holiday (Spring Holiday 1)**  
*Fri., April 15, 2022-Sun. April 17, 2022*

**Y4-2 Begins**  
Monday, April 18, 2022

**Y4-2 Ends**  
Sunday, May 15, 2022

**Y4-3 Begins**  
Monday, May 16, 2022

**Holiday (Memorial Day)**  
*Monday, May 30, 2022*

**Y4-3 Ends**  
Sunday, June 12, 2022

**Y4-4 Begins**  
Monday, June 13, 2022

**Holiday (Independence Day)**  
*Sat., July 2 – Mon., July 4, 2022*

**Y4-4 Ends**  
Sunday, July 10, 2022

**Y4-5 Begins**  
Monday, July 11, 2022

**Y4-5 Ends**  
Sunday, August 7, 2022

**Y4-6 Begins**  
Monday, August 8, 2022

### Step 2 CK Deadline

**Saturday, September 3, 2022**

**Y4-6 Ends**  
Sunday, September 4, 2022

**Holiday (Labor Day)**  
*Monday, September 5, 2022*

**Y4-7 Begins**  
Tuesday, September 6, 2022

**Y4-7 Ends**  
Sunday, October 2, 2022

**Y4-8 Begins**  
Monday, October 3, 2022

**Y4-8 Ends**  
Sunday, October 30, 2022

**Y4-9 Begins**  
Monday, October 31, 2022

**Thanksgiving Recess**  
*Mon., November 21 – Sun., November 27, 2022*

**Y4-9 Ends**  
Sunday, December 4, 2022

**Y4-10 Begins**  
Monday, December 5, 2022

**Winter Holiday**  
*Mon., December 19 – Mon., January 2, 2023*

**Y4-10 Ends**  
Sunday, January 15, 2023

**Holiday (Martin Luther King, Jr)**  
*Monday, January 16, 2023*

**Y4-11 Begins**  
Tuesday, January 17, 2023

**Y4-11 Ends**  
Sunday, February 12, 2023

**Y4-12 Begins**  
Monday, February 13, 2023

**Y4-12 Ends**  
Sunday, March 12, 2023

### Transition to Residency (Week 1/Attendance Required)

**Mon., March 13 – Thurs., March 16, 2023**

**Holiday (Match Day)**  
*Friday, March 17, 2023*

**Y4-13 Begins**  
Monday, March 20, 2023

**Holiday (Spring Holiday 2)**  
*Fri., April 7 – Sun., April 9, 2023*

**Y4-13 Ends**  
Sunday, April 16, 2023

### Transition to Residency (Weeks 2&3/Attendance Required)

**Mon., April 17 – Fri., April 28, 2023**

**Graduation Preparation** *(No duties assigned/2 weeks)*  
*Sat., April 29 – Fri., May 12, 2023*

**Graduation Weekend**  
*Sat., May 13 – Sun., May 14, 2023*

**Graduation**  
Monday, May 15, 2023
MD Program Courses

The Year 1 Curriculum
(The Foundations Curriculum)

The required courses for the first year of the Foundations Curriculum are:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUNCH</td>
<td>3.0</td>
</tr>
<tr>
<td>Clinical Anatomy and Physiology</td>
<td>12.0</td>
</tr>
<tr>
<td>Metabolism and Defense</td>
<td>10.0</td>
</tr>
<tr>
<td>Systems Pathophysiology 1</td>
<td></td>
</tr>
<tr>
<td>-Neuroscience</td>
<td>7.0</td>
</tr>
<tr>
<td>-Gastrointestinal System</td>
<td>4.0</td>
</tr>
<tr>
<td>Population Health/Epidemiology</td>
<td>3.0</td>
</tr>
<tr>
<td>Clinical Skills 1</td>
<td>2.5</td>
</tr>
<tr>
<td>Medicine and Patients in Society 1</td>
<td>2.0</td>
</tr>
<tr>
<td>Integrated Ultrasound 1</td>
<td>0.5</td>
</tr>
<tr>
<td>Introduction to Clinical Reasoning &amp; Integrative Thinking</td>
<td>2.0</td>
</tr>
<tr>
<td>Total:</td>
<td>46.0</td>
</tr>
</tbody>
</table>

Year 1 Courses

LAUNCH

This 3-week course provides a basic overview of the knowledge, skills, attributes, and habits that are central to medical student development and success as aspiring physicians.

The course content will be structured around the following concepts represented by the LAUNCH acronym:

- **L** Learning strategies
- **A** Acclimation to the medical profession (expectations of medical students, concept of entrustable professional activities [EPAs], professionalism,
- **U** Understanding oneself
- **N** New words and ideas
- **C** Careers in medicine
- **H** Healthy living (strategies applicable to myself and my patients, e.g. nutrition, exercise, sleep, stress management)

Clinical Anatomy and Physiology (CAP)

This course is a system-based course designed around topics of structure, development, and function of the human body as applied to medicine. The course is intended to serve only as an *introduction to structure, function, and development.* There is an emphasis on regional relationships between anatomical systems, integration of structure and function at both the gross and microscopic level, and context of clinically relevant anatomical concepts. In general, the course will approach topics by:

- Explaining normal organ system function
- Developing an understanding of radiological imaging
- Informing the physical examination
- Preparing for proficiency in common clinical procedures
- Establishing the foundation for clinical reasoning
Metabolism and Defense (MD01)

The goal of Metabolism & Defense (MAD) is to establish a foundation of cell and molecular biology for understanding mechanisms of acquired and inherited human disease. This course combines subject matter from biochemistry, pathology, microbiology, molecular biology/medical genetics, virology, and immunology. Materials included in class presentations are aligned with clinical scenarios in order to apply basic science topics. Each of the major topic areas, biochemistry, pathology, microbiology, molecular biology, medical genetics, virology, and immunology, will have a case developed specifically related to the topics presented in the course.

Systems Pathophysiology 1

Neuroscience

Medical Neuroscience is the first systems pathophysiology course, and more than half the content focuses on clinical medicine. The medical neuroscience course is a nine-week interdisciplinary block that covers:

- Basic neuroscience
- Core components of neurology
- Core components of psychiatry and behavioral health
- Principles of pharmacology as applied to the nervous system and its disorders

The course supplies the basic information about neuroscience needed to explore the pathophysiology of the neurological and psychiatric conditions commonly encountered in medical practice. It will introduce you to the principles of neurological and psychiatric diagnosis and supply the basic grounding in pharmacology needed to understand the neurochemical bases of many nervous system disorders and the use of medications in their treatment.

Gastrointestinal System

This course provides instruction regarding the gastrointestinal tract from the mouth to the anus, including the important accessory organs: the liver, the biliary tree, and the pancreas.

- Specific areas of focus include the physiology of digestion and absorption; nutrition; embryology, anatomy, and congenital disorders; genetics; pathology and disease states; microbiology; immunology; and pharmacology.
- Methods of instruction include didactics (35 hours), case-centered interactive learning (6 hours), on-line learning (8 hours), USMLE Step 1-type question review (8 hours), interactive games (3 hours), a live multidisciplinary GI Oncology Conference (1 hour) and self-directed learning. Material covered by on-line learning is addressed in class in the form of USMLE Step 1-type questions and discussion (4 hours, included in the 8 hour total for this method of instruction)
- The course is 4 week in length.
- The course faculty is made up of physician-scientists and clinicians
- Learner knowledge is assessed weekly throughout the course in the form of SRS questions and at the end of the course with the GI Block exam (summative).
- At the end of the course, the learner should have acquired a solid foundation of knowledge of the physiology, pathophysiology, and pharmacology of the GI tract and liver, as well as a preliminary understanding of the prevention, evaluation, and management of patients with diseases of these organs.

Population Health/Epidemiology

Because we are in an era of rapid generation of new knowledge, special skills are needed to access, critically review, and efficiently use good evidence from the medical literature in the care of patients and populations. This course extends across Year 1 and facilitates students’ understanding of medical epidemiology and provides an introduction to evidence-based medicine. Included are an understanding of basic epidemiologic principles, strengths and weaknesses of various study designs, use and interpretation of basic statistics, use and interpretation of diagnostic tests, techniques of efficient literature searching, and framing a precise patient (or population) care question in the areas of diagnosis, prognosis, harm, and therapy. The material will be presented in alternating lecture and small-group formats. Student evaluation includes small-group participation, problem sets, and computer-based examinations.
Clinical Skills 1: Foundations in Clinical Skills (CS1)

The clinical skills curriculum provides students with longitudinal clinical skills training through small-group learning, facilitating the development of the essential skills needed to perform as a clinician, including professionalism, history taking, communication and interpersonal skills, physical examinations skills and clinical reasoning skills. The curriculum is delivered through a series of sessions throughout years 1 and 2, and session are led by clinical faculty instructors. The course philosophy supports a patient- and relationship-centered approach that respects the dignity and value of each patient. Throughout the CS curriculum, students have multiple opportunities to meet and practice talking with and examining patients including real patients in our medical center, as well as standardized patients.

The focus of the first year of this curriculum – CS1 – is introductory history taking, communication, physical examination and clinical documentation skills. Class sessions include interactive tutorials of clinical skills, as well as clinical skills practice with patients, with direct observation and coaching by faculty. For early clinical immersion, students also attend multiple one-week clinical practice experiences (CPEs) with an assigned ambulatory preceptor. Evaluation of students in CS1 consists of a series of performance-based assessments while interacting with standardized patients.

Medicine and Patients in Society 1 (MAPS)

This course sequence is a broad and basic overview longitudinal seminar, designed to prepare students for the integration of behavioral, social and ethical considerations into MS1 core learning about patient care and the role of health care in society. It covers core medical education content in ethics and professionalism, behavior, the medical social sciences, and the medical humanities, and is structured for optimal teaching of these key concepts and skills in the preclinical years. Promotion of critical reflection and respectful dialogue in small groups is an essential component of teaching and learning this material.

Integrated Ultrasound 1

The Integrated Ultrasound Curriculum is a supplemental instructional time intended to clarify difficult anatomical relationships and to reinforce knowledge of anatomy and physiology during the study of pathophysiology. The course is designed to maximize student engagement via hands-on laboratory sessions where students will be responsible for obtaining ultrasound images and investigating various anatomic structures.

Each course module consists of a 30-45 minute online didactic component to describe the relevant anatomy and ultrasound imaging combined with a one-hour laboratory session. During the laboratory sessions students will use ultrasound machines to image each other and obtain views of the relevant structures.

Introduction to Clinical Reasoning and Integrative Thinking (iCrit)

The Introduction to Clinical Reasoning and Integrative Thinking (iCRIT) course is a small group foundational course in the preclinical curriculum that introduces students to the fundamentals of clinical reasoning and medical decision making using a small group, interactive model based upon interactions with “virtual patients.” This course teaches students how to formulate a differential diagnosis using an hypothesis-driven approach to data-gathering based upon a patient’s complaints and physical examination in the context of their overall health and concurrent medical problems.
The Year 2 Curriculum

The required courses for the second half of the Foundations Curriculum include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems Pathophysiology 2:</strong></td>
<td></td>
</tr>
<tr>
<td>Hematopoietic/Lymphatic</td>
<td>4.0</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>4.0</td>
</tr>
<tr>
<td>Pulmonary</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Systems Pathophysiology 3:</strong></td>
<td></td>
</tr>
<tr>
<td>Musculoskeletal</td>
<td>4.0</td>
</tr>
<tr>
<td>Renal</td>
<td>5.0</td>
</tr>
<tr>
<td>Endocrinology and Reproduction</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Clinical Skills 2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Medicine and Patients in Society 2</strong></td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Integrated Ultrasound 2</strong></td>
<td>0.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28.0 Credits</strong></td>
</tr>
</tbody>
</table>

*Year 2 Courses*

**Systems Pathophysiology 2 Hematopoietic/Lymphatic**

This block further introduces the student to elements of the hematologic and lymphatic systems. The first week is focused on normal hematopoiesis and lymph node development from embryogenesis to the aging. The second week is focused on malignant hematologic disorders, and the third week is focused on the coagulation cascade and various coagulopathies. Each week is comprised of large group teaching, small group teaching where self-directed learning is emphasized, and weekly examinations, both formative and summative. A multidisciplinary approach to teaching is taken, with faculty including clinical specialists, pharmacists, microanatomists, and pathologists. The emphasis will be on concepts central to understanding hematology and the effects on patients experiencing the disorders.

**Cardiovascular**

The cardiovascular course provides a comprehensive overview of cardiac and vascular physiology, pathology, pathophysiology, and pharmacology. A special effort is made to keep the material both clinically relevant and useful for USMLE Step 1 preparation. The course begins with a brief overview of normal anatomy and function. Next, the course will review how the body maintains blood pressure with particular attention given to hypertension and its sequel. To complement the vascular function of blood pressure, cardiac output and its determinants will be reviewed. Using this material, the course will then synthesize an understanding of how to diagnose and develop treatment strategies for hypotension. Building upon this foundation, we will further develop understanding of congestive heart failure and its treatment. Potential causes of congestive heart failure, such as valvular heart disease and coronary artery disease will be reviewed. Recognizing that atherosclerosis is not limited to the coronary arteries, the next section will review the various manifestations and management of vascular disease. Throughout the course, material covered in lecture will be reinforced with case-based learning sessions to demonstrate how best to use the information to diagnose and formulate treatment plans. The final week of the course includes our patient simulation lab, where students have the opportunity to visualize pathophysiologic processes at work in a simulated patient environment. The student will have the opportunity to demonstrate their knowledge and understanding through multiple choice quizzes, case-based learning activities, and the final multiple-choice examination.
Pulmonary

The course guides learners from a basic understanding of respiratory anatomy and mechanics to an understanding of complex respiratory disease states. This is accomplished through addressing a particular “theme” with each week of the course. Within each week, appropriate material is assigned for independent study and other material is discussed in large or small group settings (see LCMS+ for the specific activity schedule). The final week includes integrative activities designed to help students connect their learning to clinical medical practice.

Systems Pathophysiology 3

Musculoskeletal

The musculoskeletal system is a complex system that encompasses a broad array of conditions and diseases. Some elements are very localized to specific muscles, nerves, etc. but many of the diseases that will be discussed in this block involve not only the musculoskeletal system but also overlap with other systems such as pulmonary, renal and cardiac. The first week will focus on systemic and inflammatory diseases with special attention to the clinical presentation, diagnosis and treatment. Although there may be some “spilling” of these topics into the next week, the second week will be predominately regional musculoskeletal conditions – again focusing on the presentations, diagnosis and treatment. Faculty providing instruction are mostly all clinicians and include a broad array of disciplines including, but not limited to, infectious diseases, oncology, orthopedics, pediatrics, radiology and rheumatology.

Renal

The Renal Course is designed to provide students with a strong background in basic renal physiology and pathology. With a comprehensive base, the primary objective of the course is to prepare students to identify, diagnose and manage complex renal patients in their third and fourth year clerkships. Each week is comprised of both large and small group sessions where self-directed learning is emphasized. A multidisciplinary approach to teaching is taken, with faculty including clinical specialists, micro-anatomists, pharmacologists and pathologists. During the first part of the course, students will initiate their introduction to the field of nephrology with a review of renal anatomy and microanatomy. Through the nephron, the basic unit, students will explore the many vital functions of the kidney as it relates to blood pressure, water regulation, acid-base balance, excretion of metabolic waste and electrolyte handling. In addition, students will learn the key endocrine hormones of the kidney (i.e. renin, aldosterone, and erythropoietin) and understand their impact on our organ systems. During the second part of the course, students will be exposed to a number of common renal diseases as it relates to structure and function. Students will be able to differentiate between various clinical syndromes; such as nephrotic and nephritic, acute and chronic renal failure. Lastly, students will be exposed to end stage manifestations and treatment modalities of kidney disease through discussions on dialysis and transplant. Students will learn and practice a systematic clinical approach to renal injury. The course will delineate the clinical presentations, diagnostic approaches and treatment principles of each disease process. This course will employ case centered learning to help integrate the students' knowledge in renal physiology and pathology with clinical applicability.

Endocrinology and Reproduction

This five-week course further introduces the student to essential elements of the endocrine and reproductive systems. The Endocrinology/Reproduction block focuses on the normal function and disease states of the hormonal control mechanisms that regulate homeostasis, metabolism, reproduction, growth, and stress response. The system is taught from the perspectives of relevant anatomy [including microanatomy], physiology, pathophysiology, pathology, and pharmacology. The block emphasizes and understanding of both normal function and diseases of the hypothalamus, pituitary, adrenals, thyroid, parathyroid glands, endocrine pancreas, and gonads, in addition to a focus on topics of great importance such as diabetes mellitus and reproductive medicine. Educational methods include large group teaching, small group activities where self-directed learning is emphasized and intermittent assessment through quizzes that focus on student learning outside of the lecture room. A multidisciplinary approach to teaching is taken, with faculty including both clinicians and basic scientists.
Clinical Skills 2: Applied Clinical Skills (CS2)

The Clinical Skills 2 (CS2) course is the second year component of students' longitudinal clinical skills curriculum. The overall objective of CS2 is to build upon the foundational clinical skills learned in Year 1 of the curriculum and to prepare students for their upcoming clinical rotations in Year 3. As in Year 1, students will continue to practice and build their fundamental clinical skills including doctor-patient relationship building and communication (DPRC) skills, history taking skills, physical examination (PE) skills, and clinical documentation skills, with an ongoing emphasis on patient–center care, professionalism, and professional identity development. In contrast to Year 1, however, where training is primarily focused on basic data gathering, Year 2 clinical skills training will challenge students to learn and practice focused data gathering, data interpretation based on your understanding of pathophysiologic mechanisms of disease, iterative differential formulation, and initial diagnostic management decision-making.

Medicine and Patients in Society 2 (MAPS)

This course sequence is a broad and basic overview seminar, designed to prepare students for the integration of behavioral, social and ethical considerations into MS2 core learning about patient care and the role of health care in society. It covers core medical education content in ethics and professionalism, behavior, the medical social sciences, and the medical humanities, and is structured for optimal teaching of these key concepts and skills in the preclinical years. Promotion of critical reflection and respectful dialogue in small groups is an essential component of teaching and learning this material. In these domains, as is true for many aspects of modern medical education, the ability to engage in continual learning, starting from a core set of basic concepts, is becoming at least as important as mastery of a body of factual knowledge that is constantly changing and expanding. This overview of core content is intended to provide a knowledge base and learning approach that should be built upon with additional curriculum content in the clinical years.

Integrated Ultrasound 2

The Integrated Ultrasound Curriculum is a supplemental instructional time intended to clarify difficult anatomical relationships and to reinforce knowledge of anatomy and physiology during the study of pathophysiology. The course is designed to maximize student engagement via hands-on laboratory sessions where students will be responsible for obtaining ultrasound images and investigating various anatomic structures. Each course module consists of a 30-45 minute online didactic component to describe the relevant anatomy and ultrasound imaging combined with a one-hour laboratory session. During the laboratory sessions students will use ultrasound machines to image each other and obtain views of the relevant structures.
The Year 3 Curriculum

The Year 3 curriculum consists of three 12-week blocks of clinical clerkship rotations in the major specialties, as follows:

<table>
<thead>
<tr>
<th>Specialty</th>
<th>Weeks</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Medicine</td>
<td>8 weeks</td>
<td>8.0</td>
</tr>
<tr>
<td>Surgery</td>
<td>8 weeks</td>
<td>8.0</td>
</tr>
<tr>
<td>Pediatrics</td>
<td>6 weeks</td>
<td>6.0</td>
</tr>
<tr>
<td>Ambulatory Internal Medicine</td>
<td>2 weeks</td>
<td>2.0</td>
</tr>
<tr>
<td>OB-GYN/Women's Health</td>
<td>6 weeks</td>
<td>6.0</td>
</tr>
<tr>
<td>Family Medicine</td>
<td>4 weeks</td>
<td>4.0</td>
</tr>
<tr>
<td>Family Medicine Charlotte Campus</td>
<td>Longitudinal</td>
<td>4.0</td>
</tr>
<tr>
<td>Emergency Medicine</td>
<td>4 weeks</td>
<td>4.0</td>
</tr>
<tr>
<td>Psychiatry</td>
<td>4 weeks</td>
<td>4.0</td>
</tr>
<tr>
<td>Neurology</td>
<td>4 weeks</td>
<td>4.0</td>
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<tr>
<td>Anesthesiology</td>
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<td>Radiology</td>
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<tr>
<td>Basic Clinical Procedures</td>
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<td><strong>Total</strong></td>
<td><strong>48 weeks</strong></td>
<td><strong>50.5</strong></td>
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</tbody>
</table>

Year 3 Courses

Internal Medicine
During this 8-week clerkship, students are assigned to patient care teams and are responsible for the day-to-day care of identified patients. Student responsibilities include obtaining histories and physical examinations, generating differential diagnoses and treatment plans, assessing patients at the bedside, writing daily progress notes to demonstrate level of understanding, presenting patient information to house staff and faculty, and participating actively on rounds by responding to questions of faculty and house staff regarding disease processes and patient care issues.

Surgery
During this 8-week clerkship, students will rotate on a number of services and gain experience in factors contributing to the management of many common surgical diseases – including anatomy, disease process, diagnosis, and treatment. They will gain practical clinical experience in operating rooms, the emergency department, intensive care units, floors, and clinic. Students are expected to be well-prepared for all encounters and become an active member of the patient care teams with whom they work. They will also be expected to demonstrate competence in basic surgical skills, such as removal of skin sutures or staples.

Obstetrics/Gynecology/Women's Health
This 6-week experience provides students with exposure to common topics in women’s health in both the inpatient and ambulatory settings. Inpatient activities include exposure to peripartum problems, operative obstetrics, operative gynecology, and common OB/GYN diagnostic and therapeutic modalities. In addition, as part of the high-risk obstetrics team, students are responsible for following patients from admission to discharge, participating in all aspects of care from the initial physical examination to the formulation of a management plan. The ambulatory component focuses on issues relevant to outpatient women's care.

Pediatrics
This 6-week experience is a blend of outpatient and inpatient clinical activities in pediatric health care. The goal of the rotation is to facilitate the development of communication skills and competency in the physical examination of infants, children, and adolescents; an understanding of the influence of family, community, and society on the child in health and disease; the enhancement of clinical problem-solving skills; and the acquisition of knowledge necessary for the diagnosis and initial management of common acute and chronic illnesses in the pediatric population. Clerkship objectives are met via participation as a member of the inpatient ward team and discussion of case vignettes in a small- group setting. The ambulatory component utilizes outpatient clinical settings to enhance students’ skills in synthesis of clinical information, interpretation of physical examination findings, generation of a differential diagnosis, selection of diagnostic tests, and development of a treatment plan.
Ambulatory Internal Medicine
The 2-week clerkship focuses on the basic competencies of ambulatory internal medicine. Students will spend time in a variety of outpatient clinical settings. Students will have the opportunity to work with residents, advanced practice providers, faculty, and other members of the interprofessional ambulatory healthcare team.

Psychiatry
This 4-week clerkship facilitates student attainment of the knowledge, attitudes, and skills including how to conduct a psychiatric interview and the formulation of an initial differential diagnosis for common psychiatric presentations. Students are routinely expected to evaluate patients, read about the diagnostic possibilities raised by the case, synthesize information, and present the patient on rounds, pursue further diagnostic testing, participate in planned therapeutic activities, and report and record patients’ progress. While on the clerkship rotation, students are expected to read material relevant to their patients’ conditions. They are also expected to utilize standard textbooks and review materials to familiarize themselves with clerkship objectives not addressed by their clinical exposure.

Neurology
This 4-week clerkship assists students in addressing the primary clerkship objectives relating to the identification of common neurologic diseases, the recognition of emergency neurologic situations, the management of common neurologic problems, and communication with patients and families of patients with motor, sensory, and cognitive deficits. The process of daily rounds and clinic (ambulatory) conferences, as well as weekly grand rounds, provides students with relevant examples of integrated clinical thinking. Students are expected to pursue independent reading on cases encountered on the wards and in clinics.

Family Medicine
In Winston-Salem the 3-week family medicine clerkship focuses on care in the outpatient clinical setting. The rotation incorporates outpatient clinical experience, small-group case discussion promoting the development of higher-order thinking skills and problem-solving skills. Clerkship objectives include comprehensive, coordinated continuous care, psychosocial aspects of patient care, and group communication and presentation skills.

Charlotte based students take part in a longitudinal clerkship that lasts the entirety of the 3rd year. Students are paired with an outpatient preceptor with whom they will work the entire year.

Emergency Medicine
This 4-week clerkship provides students with experience in the diagnosis and initial management of patients presenting to the emergency department. Students complete ten eight-hour shifts during the clerkship and participate in simulation labs, lectures, and bedside teaching with Emergency Medicine faculty.

Anesthesia
During this 2-week introduction to the management of perioperative patients- including preoperative assessment, intraoperative management, resuscitation skills and pain management – students will gain practical clinical experience in operating rooms and clinics. These settings will expose them to anesthesiology and surgical faculty and residents, other care providers, and patients and their families. This practical clinical experience will be supplemented by appropriate educational experiences in various conferences.

Radiology
Radiology is a required year-long course which provides and introduction to diagnostic radiology. The purpose of this clerkship is for the third year medical student to gain a basic understanding of diagnostic radiology and its role in patient diagnosis and treatment. The radiology curriculum is integrated into several clinical clerkships of Year 3: internal medicine, surgery, emergency medicine, neurology, psychiatry, OB/GYN, and pediatrics. During each of these clerkships (or clerkship blocks), individual radiology sessions will highlight disease processes that the students will likely encounter on those particular clinical clerkships. During the sessions, which last from 1 to 2 hours, the students will independently review pre-learning modules, to be followed by an interactive case conference whose goal is to illustrate concepts described in the modules.

Basic Clinical Procedures
Basic Clinical Procedures is the first of two required courses that comprise the Wake Forest Procedures Curriculum. In this course, students are introduced to basic clinical procedures and given the opportunity to learn about each procedure via multi-media online educational modules. Students then observe and participate in these procedures, students are expected to seek out opportunities to perform the procedures under appropriate supervision. The final examination for this course is the Procedures Objective Structured Clinical Examination (OSCE), a proctored exam where students are observed performing selected procedures in standardized simulated environments.
The Year 4 Curriculum

Year 4 consists of 4-week blocks including two required selectives, 8 electives, 3 weeks of USMLE Step 2 preparation, and 9 weeks of interview time. Students are required to complete two 3-week selectives (one Advanced Inpatient/Acting Internship Management and one in Critical Care). The remaining time is available for approved electives. All Year 4 scheduling, including the Course Catalog and course selection is available through the PeopleSoft Student Center.

<table>
<thead>
<tr>
<th>Course</th>
<th>No. of Weeks</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Inpatient Management/Acting Internship Management (AIM) - Two 4-week rotations</td>
<td>8 weeks</td>
<td>8.0</td>
</tr>
<tr>
<td>Critical Care</td>
<td>4 weeks</td>
<td>4.0</td>
</tr>
<tr>
<td>Electives</td>
<td>24 weeks</td>
<td>24.0</td>
</tr>
<tr>
<td>Geriatric and Palliative Care</td>
<td>2 weeks</td>
<td>2.0</td>
</tr>
<tr>
<td>Advanced Clinical Procedures</td>
<td>Longitudinal</td>
<td>1.0</td>
</tr>
<tr>
<td>Transition to Residency</td>
<td>2 weeks</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>41 weeks</strong></td>
<td><strong>41.0</strong></td>
</tr>
</tbody>
</table>

Year 4 Courses

Advanced Inpatient/Acting Internship Management Selectives (AIMs)
Students complete at a minimum one AIM rotation, selected from one of the following disciplines: Surgery, Psychiatry, Emergency Medicine, Anesthesiology, Obstetrics & Gynecology, Internal Medicine, Neurology, and Pediatrics. The primary goal of this selective experience is the development of students’ abilities in complete patient management. Students are actively involved in all aspects of patient care, including primary work-up, development of differential diagnoses, in-hospital patient management, and post-hospital care planning. Goals and objectives for each approved AIM are listed in the Year 4 Program Guide published online. As part of the AIM rotations, students must complete a Self-Directed Learning activity in which they drive their learning to meet a self-identified knowledge gap.

Critical Care Selective
The primary objective of this selective is to expose students to patient care in the intensive care setting, with emphasis on patient management issues, such as differential diagnosis, rational laboratory and radiologic testing, and acute and chronic management of patients with multiple medical and surgical problems. Student participate as an integral part of the intensive care team, in the Medical Intensive Care Unit (MICU), Coronary Care Unit (CCU), Neurosurgical Intensive Care Unit (NSU), Cardiothoracic Surgery Intensive Care Unit (CTSU), Pediatric Intensive Care Unit (PICU), Neonatal Intensive Care Unit (NICU), Surgical Intensive Care Unit (SICU) or the Trauma Surgery Unit (TICU). Students assume supervised responsibility for patient admission, evaluation, diagnostic testing, and initiation and evaluation of therapy and are exposed to patient-care issues such as end-of-life decisions, patient disposition, and family healthcare dynamics. Students also spend time in the Patient Simulation Laboratory (PSL), where they have the opportunity to learn and practice management skills relating to acute cardiovascular, pulmonary, renal, and neurologic intensive care. As part of the Critical Care rotations, students must complete a Self-Directed Learning activity in which they drive their learning to meet a self-identified knowledge gap.

Advanced Clinical Procedures
Advanced Clinical Procedures is the second of two required courses that comprise the Wake Forest Procedures Curriculum. In this course, students are introduced to advanced clinical procedures and given the opportunity to learn about each procedure via multi-media online educational modules. Students then observe and participate in these procedures as part of their clinical experiences. For specifically identified procedures, students are expected to seek out opportunities to perform the procedures under appropriate supervision. Procedures are tracked during the first course in this series, Basic Clinical Procedures, will be credited towards the requirements for completing this course.
Transition to Residency

This course serves as the final capstone experience of the Wake Forest University School of Medicine curriculum. The course is required for all students who will have completed all required and elective preclinical coursework and clinical clerkships and is mandatory for successful graduation.

The course is designed to augment the transition of senior medical students from their supervised clinical clerkships to independent practice as interns. The course consists of 50 required hours of curricular activity spread over 2 weeks and is divided into 3 components:

1. **Required activities for all students**: these activities are mandatory for all students; attendance and participation are required for successful completion of the course.

2. **Specialty oriented “selective” tracks**: these specialty-specific tracks consist of a group of lectures, small and large group activities which are oriented towards students who will be pursuing like-internships. Students are required to complete one of the specialty-specific tracks.

3. **Electives**: these activities are optional and designed to provide students with the ability to tailor a component of their capstone experience to meet their own curricular needs. Students are not required to complete all electives but will select enough electives to complete the total required hours of coursework per week.

Required activities are mandatory. Students have the opportunity to select the “selective” track that most closely aligns with the student's upcoming internship. Within each track, all coursework is mandatory. Electives are available through an electronic request system. Methods of instruction include mini-lectures (i.e. 30-40 minute rapid reviews), small and large group activities, simulation, and procedure-based experiential activities.

The course has been designed and prepared by faculty and is facilitated by leading clinical educators, clerkship directors, program directors, fellows, residents and other interprofessional healthcare providers according to their area of expertise.

All students will establish, monitor, and assess a personalized learning plan which will be facilitated by the course director and course liaisons. All students will be required to develop this personalized learning plan on day 1, turn in a mid-course assessment of their progress, and complete a final reflective assessment of their learning plan for successful completion of the course.
MD Student Responsibilities

**Employment:** The time available for gainful employment during medical school is limited. If additional funds are necessary, the student should discuss the problem with a Financial Aid Officer. A student who decides to accept a job should notify the Office of Academic Affairs so that academic progress may be monitored.

**Equipment Purchases:** Medical students at Wake Forest University School of Medicine are required to purchase a number of items for use in classes such as Clinical Anatomy and Physiology and for clinical situations. Details are provided to students during Orientation.

**Health Insurance:** Wake Forest University School of Medicine requires that all students have adequate and applicable medical insurance. Any charges generated that are not covered by the student's insurance policy will be the personal responsibility of the student. Students who are eligible to continue coverage under a parent's or spouse's policy may do so. As an alternative, Wake Forest University School of Medicine offers a student plan through United Healthcare Student Resources. The cost of this insurance is billed to the student each semester on the student account. Students are automatically enrolled in the plan each semester and are required to waive out of the plan each semester if coverage is not needed. Students who fail to waive during the designated waiver period will be automatically enrolled in the plan and responsible for all premium costs.

**Dental & Vision Insurance:** Optional dental and vision insurance is offered to all medical students through United Healthcare. Students must enroll in the dental and vision plans each year directly with United Healthcare. Open enrollment occurs once each year during the month of August.

**Identification:** The Wake Forest Baptist Health badge is issued at Orientation and should be worn above the waist by the student at all times while in the Medical Center or while in other affiliated hospitals, offices, and clinics. Once activated, it is used for identification purposes and for activities at Wake Forest and will give access to the Wake Forest University School of Medicine library services. Students who lose their badges will have to purchase replacements and may do so by contacting the Badge Office at (336) 716-0069 for assistance.

Students rotating in Charlotte should wear their Atrium Health badge above the waist at all times while in Carolinas Medical Center or while in affiliated hospitals, offices, and clinics.

**Laboratory Coats:** Students are provided with disposable laboratory coats as needed, according to OSHA guidelines.

**White Coats:** Students are provided with white coats to wear on the wards and during patient interactions. White coats are presented to students during the White Coat Ceremony. Additional white coats may be ordered at the students' cost from the Wake Forest University Taylor Bookstore by contacting (336) 758-3388 or by emailing wfu@bkstr.com.

**Mail:** Each student is provided a Medical Center e-mail address. Students are responsible for managing their e-mail account to accommodate official correspondence. Physical mailboxes and combination locks for medical students are assigned upon matriculation and located on the third floor of the Bowman Gray Center for Medical Education.

**Students are responsible for any correspondence sent to the student mailbox.** The student should use his or her year of graduation as part of his or her Medical Center address. Students are responsible for checking their box often to collect official communications. The address for the Medical Center is Medical Center Boulevard, Winston-Salem, NC 27157.

**Pager Services:** Pager service is essential for all Year 3 and 4 students. Prior to Year 3 orientation, the Office of Student Affairs and the Wireless Communications Office will provide information regarding the Medical Center pager service. Service is offered through two sources: the SPOK Mobile app or a physical pager. The SPOK Mobile App is used on smartphones, and demos of the app and downloading assistance is provided by the Wireless Communications office. The Wireless Communications office is located on the first floor of the Gray Building near the Hawthorne Road parking deck tunnel entrance. All associated fees for the pager service will be funded by the Office of Academic Affairs.

Atrium Health in Charlotte uses Haiku for pager service. Registration for the Atrium Health pager service is requested for each student rotating in Charlotte by the UME office as a part of their onboarding process.

**Laptop:** Students are required to provide their own device that meets the minimum requirements set forth by Academic Computing.
MD Student-Focused Resources

❖ Office of Academic Affairs

The Office of Academic Affairs (OAA) promotes educational development activities and supports the students, faculty, and administration through service and research. The mission of the OAA is to foster a supportive teaching-learning environment by facilitating curriculum design and implementation, developing and implementing program and student evaluation, and conducting educational research.

Course and Curriculum Facilitation: The OAA facilitates the curriculum and its component courses and clerkships by providing essential support services for curriculum committees; topic, course, and clerkship directors; teaching faculty; and students.

Student Evaluation: The OAA supports student outcome evaluation by providing comprehensive testing services, including performance assessments.

Program Evaluation: The OAA guides the development of evaluation plans, conducts evaluations in support of the curriculum, and reports and makes results-based recommendations to committees that oversee the curriculum.

Educational Research: The OAA initiates and/or collaborates with medical school faculty in designing, conducting, and analyzing data and reporting results of educational research studies.

Services of the unit are available to all faculty members. Services from Evaluations include assisting with editing of test questions, scoring of examinations, analyzing examination data, and consulting on the interpretation of examination statistics. The OAA conducts educational research and evaluation studies and provides consultation in these areas to the central administration, departments, and individual faculty members.

Instructional design services include assistance with curricular design and individual consultation with instructors to develop and design online and in-person courses that are functional, intuitive, informative, and consistent with sound instructional design principle.
Learning Communities (Houses)

Beginning in 2013, the Wake Forest University School of Medicine established Learning Communities or “Houses,” in support of the education of our students. Medical students are randomly assigned to four color-coded houses with their own uniquemottos Within their House, each student is assigned a clinical skills coach with whom they will meet regularly for coaching and career advising during the first and second years. At these meetings, the coach and student discuss the student's general academic progress, study-life balance, and early career exploration. Upon transition to the clinical years, students will be assigned to an Advanced Career Advisor and will have access to a host of specialty advisors representing many of the major subspecialties. Students may connect with these advisors at any time for guidance and support. Thisteam mentoring approach builds a solid foundation of support for medical students from day one of medical school all the way through graduation.

The mottos of each house are as follows:

- **Blue House**: "If you're going to be a doctor, be the best."
- **Green House**: "While we live, we serve."
- **Red House**: "In everything, compassion."
- **Yellow House**: "We labor not for ourselves."

The goals of the Learning Communities or “Houses” are as follows:

- **Fostering relationships between students and faculty**
- **Vertical integration of medical students across class years**
- **Advising, mentoring, and career planning**
- **Modeling medical professionalism**
- **Creating community service opportunities**
- **Social networking**

Each House will plan activities according to the interests of its members and the mission of each House. The Houses occupy physical space on the 3rd floor of the new Bowman Gray Center for Medical Education to facilitate the goals of these Learning Communities.
Resources for Career Planning

Advanced Career Advisors (ACA)
As students enter the clinical years of medical school, they are provided with additional support from a team of advisors whose expertise is the residency application process. They are also provided with contacts from the specialty in which they will apply for residency. ACAs provide academic and career advice, strategic schedule planning, and interviewing advice specific to the specialty of choice. The primary goal of this relationship is to provide students with resources to most effectively obtain a successful residency match.

Workshops & Other Career Resources
The ACAs, in collaboration with the Office of Student Affairs, hosts regular workshops targeting key aspects of the residency application process. Individual appointments and advising are also available for review of CVs, personal statements, and for mock interviews. A list of the various workshops offered is included below.

- Annual student organization fair
- Building a CV
- Writing a Personal Statement (informational and interactive)
- Medical Student Performance Evaluation (MSPE)
- Electronic Residency Application Service (ERAS) Q&A
- Interview Prep Informational Session
- Mock Interview Practice Sessions
- Rank Order List (ROL) and SOAP/Match Q&A

The following resources are provided by third-party organizations and are free to medical students:

AMA FREIDA
AMA FREIDA is an interactive database that provides access to fellowship and residency information: https://freida.ama-assn.org/.

ACGME
ACGME also provides residency information from a graduate medical education perspective: https://freida.ama-assn.org/.

AAMC Careers in Medicine
The AAMC Careers in the Medicine (CiM) can help students choose specialties that best fit their attributes, provide details about more than 120 specialty choices, and compare qualifications and programs. All US MD students receive free access to CiM and can sign up by using their AAMC account that was created when signing up for the MCAT, AMCAS, etc. Get started now: https://www.aamc.org/cim/.

AAMC Residency Explorer Tool
The AAMC residency explorer tool allows students to enter their key applications data and compare their application profile to previously matched applicants. https://www.residencyexplorer.org

Texas STAR Data
Medical students can search a database to compare their application profile to previously matched medical students across various medical specialties and residency programs. The Office of Student Affairs will grant students access to the Texas STAR data around the same time that ERAS tokens are issued, usually in December of the third year of medical school.
MD Program Awards and Honor

Each year students who have demonstrated excellence in the field of medicine are selected to receive awards. These are given by the clinical departments, faculty, and student body. A plaque or certificate and a monetary gift may accompany the award. The following are the awards and honors bestowed annually:

<table>
<thead>
<tr>
<th>Award</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpha Omega Alpha Honor Medical Society:</td>
<td>A professional medical organization that recognizes and advocates for excellence in scholarship and the highest ideals in the profession of medicine. The top 25 percent of a medical school class is eligible for nomination to the society, and up to 16 percent may be elected based on leadership, character, community service, and professionalism.</td>
</tr>
<tr>
<td>American Academy of Neurology Medical Student Prize for Excellence:</td>
<td>To recognize a graduating medical student for excellence in clinical Neurology.</td>
</tr>
<tr>
<td>Charles Brian Clark Memorial Award:</td>
<td>Presented to a faculty or staff member who is recognized for outstanding service to the senior class.</td>
</tr>
<tr>
<td>Charles B. and Agnes Cree Deane Cancer Research Award:</td>
<td>For outstanding work in clinical Oncology</td>
</tr>
<tr>
<td>Charles M. Howell Memorial Excellence in Dermatology Award:</td>
<td>For the graduating medical student who, during his or her interaction with the faculty of the Department of Dermatology, best exemplifies leadership, intellectual ability, achievement, and humanity.</td>
</tr>
<tr>
<td>Cultural Awareness Award:</td>
<td>For outstanding service in cultural awareness.</td>
</tr>
<tr>
<td>David Bryan Sloan III, M.D. Award for Excellence in Ophthalmology:</td>
<td>For the graduate showing the most interest and aptitude in Ophthalmology.</td>
</tr>
<tr>
<td>Dr. Martin and Sandra Castelbaum Award for Excellence in Internal Medicine:</td>
<td>For the senior student with the best overall performance in Internal Medicine. Dr. Martin Castelbaum graduated from Wake Forest Medical School in 1958, and his career in Internal Medicine epitomized a dedication to the welfare of his patients. The Department of Internal Medicine at Wake Forest University School of Medicine has recognized an outstanding member of the graduating class who best embodies the principles and ideals of the specialty of Internal Medicine. These ideals include the overriding principle, “to be undivided in the fight against illness and premature death and to be trustworthy in our knowledge for every patient that comes to see us.”</td>
</tr>
<tr>
<td>Gold Humanism Honor Society:</td>
<td>Recognizes medical students who are exemplars of humanistic patient care and who can serve as role models, mentors, and leaders in medicine. The institution may elect 10 to 15 percent of the graduating class.</td>
</tr>
<tr>
<td>The Helms Award in Internal Medicine:</td>
<td>For the senior student who best embodies the tenets of the ideal physician—the person we would want to be on call with, have care for our families, and see on our healthcare team on July 1st. Jeff Helms graduated from Wake Forest Medical School in 1962. He has practiced Internal Medicine in Winston-Salem for 44 years and embodies those traits we look for in our colleagues and ourselves.</td>
</tr>
<tr>
<td>Isadore and Rachell Meschan Award for Academic Excellence in Radiologic Sciences:</td>
<td>To the student who has performed outstanding research and demonstrated academic excellence in Radiology.</td>
</tr>
<tr>
<td>The Leonard Tow Humanism in Medicine Award Presented by the Arnold P. Gold Foundation:</td>
<td>To the student and faculty member who best demonstrate the foundation's ideals of outstanding compassion in the delivery of care; respect for patients, their families, and healthcare colleagues; and clinical excellence.</td>
</tr>
<tr>
<td>M. Robert Cooper Scholarship Awards:</td>
<td>For expressing serious interest in the field of Oncology.</td>
</tr>
<tr>
<td>Medical Alumni Association Excellence Award:</td>
<td>For the senior who embodies the concept of the total physician.</td>
</tr>
<tr>
<td>Medical Student Award for Excellence in Anesthesiology:</td>
<td>For the most outstanding student in Anesthesiology.</td>
</tr>
<tr>
<td>Michael R. Lawless Pediatric Merit Award:</td>
<td>For all-around ability and interest in Pediatrics.</td>
</tr>
<tr>
<td>Norman D. and Dot G. Potter Award in Geriatrics:</td>
<td>For excellence in the field of Geriatrics.</td>
</tr>
<tr>
<td>Obstetrics and Gynecology Merit Award:</td>
<td>For outstanding academic and professional stature in OB/GYN.</td>
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<tr>
<td>Award</td>
<td>Description</td>
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<tr>
<td>Outstanding Medical Student in Psychiatry Award:</td>
<td>For the most outstanding student in Psychiatry.</td>
</tr>
<tr>
<td>Peacock Plonk Award:</td>
<td>The Peacock Plonk Award is given to students who achieve the highest clerkship grade of Honors on all their Year 3 clerkship rotations. The Peacock Plonk Award was established in 2017 in honor of James E. Peacock, MD, Professor of Infectious Diseases, and George W. Plonk, MD, Associate Professor of Vascular Surgery, who are widely revered for their clinical expertise, their diagnostic acumen, their bedside manner, and their humility.</td>
</tr>
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</tr>
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<tr>
<td>Medical Student Award for Excellence in Anesthesiology:</td>
<td>For the most outstanding student in Anesthesiology.</td>
</tr>
<tr>
<td>R. W. Prichard History of Medicine Award:</td>
<td>Given in memory of Robert W. Prichard, M.D., a distinguished member of the faculty for 44 years and longtime chair of the Department of Pathology and Director of Laboratories for North Carolina Baptist Hospital. Dr. Prichard was also widely respected as a medical historian. The award is given to a medical student who is judged to have written an outstanding paper on the history of medicine.</td>
</tr>
<tr>
<td>Richard T. Myers Surgical Merit Award:</td>
<td>For excellence in the field of Surgery.</td>
</tr>
<tr>
<td>Robert P. Vidinghoff Memorial Award:</td>
<td>For aptitude and devotion to the field of Family Practice.</td>
</tr>
<tr>
<td>SAEM Medical Student Excellence in Emergency Medicine Award:</td>
<td>Presented annually to each medical school in the United States. Awarded to the medical student who best exemplifies the qualities of an excellent Emergency Physician.</td>
</tr>
<tr>
<td>Strickland Award in Primary Care:</td>
<td>For the senior student who demonstrates the highest potential for and commitment to the practice of primary care in Internal Medicine. The award is given by the Robert Strickland family to honor Dr. William Y. Rice, Ill. Dr. Rice has practiced General Internal Medicine at our institution since 1992 and epitomizes the definition of the consummate primary care physician. He strives to practice and model caring for his patients in a manner that we would want for ourselves and for our families. Outstanding performance in the field of Primary Care</td>
</tr>
<tr>
<td>Tinsley R. Harrison Award in Internal Medicine:</td>
<td>For the senior student with the highest rank in medical knowledge in Internal Medicine. This award is named for the first Chair of Internal Medicine at this institution and a founding member of the original medical school. His famous text, <em>Principles of Internal Medicine</em>, which was conceived when Harrison was Chair here, is now in its 19th edition and still bears his name.</td>
</tr>
<tr>
<td>Wake Forest University School of Medicine Excellence in Neurology Award:</td>
<td>For the most outstanding student in Neurology.</td>
</tr>
</tbody>
</table>
Doctor of Medicine Program Policies and Procedures

Click on the title of the policy you want, to be taken directly to that document

- Technical Standards for Medical School Admission, Continuation, and Graduation
- Code of Honor and Professional Conduct
- MD Conflict of Interest Disclosure
- Dress Code Policy
- Transfer and Admissions of Medical Students with Advanced Standing Policy
- Selection of Medical Students Policy
- Matriculation Policy
- Policy on Final Grade Submission for Pre-Clinical & Clinical Year Courses/Clerkships
- Policy on Narrative Description of Medical Student Performance
- Policy on the Provision of Mid-Term Formative Feedback
- Policy on Satisfactory Academic Progress (SAP)
- Policy of the Student Professionalism and Academic Review Committee (SPARC)
- Policy on Medical Student Appeal of a Gateway Grade
- Computer-Based Exam Policy
- Lecture Recording
- Note Exchange
- Policy on Medical Student Supervision During Clinical Activities
- Policy on Requesting an Alternate Educational Site or Curriculum Assignment
- Policy on Medical Student Contact Hours for the Pre-Clinical Curriculum
- Policy on Clinical Duty Hours for Medical Students on Clinical Clerkships/Courses
- Attendance Policy for Medical Students in Years 1 and 2
- Attendance Policy for Medical Students in Years 3 & 4
- Exposure to Infectious and Environmental Hazards Policy
- Leave of Absence Policy
- Withdrawal
Technical Standards for Medical School Admission, Continuation, and Graduation

Purpose
The MD degree is a broad undifferentiated degree attesting to general knowledge in medicine and the basic skills required for the practice of medicine. Essential abilities and characteristics required for completion of the MD degree consist of certain minimum physical and cognitive abilities and sufficient mental and emotional stability to assure that candidates for admission, promotion, and graduation are able to complete the entire course of study and participate fully in all aspects of medical training.

Wake Forest School of Medicine is committed to the full and equitable inclusion of qualified learners with disabilities. We have a proud history of training and employing physicians and researchers with disabilities, as well as developing and employing leaders with disabilities. The School of Medicine provides reasonable accommodations for all qualified individuals with disabilities who apply for admission to the MD degree program and who are enrolled as medical students.

Scope
This policy applies to all MD program applicants and students.

Definitions
Policy: A statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities. A policy may help to ensure compliance with applicable laws and regulations, promote one or more missions, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors, and others are expected to operate.

WFBH: Wake Forest Baptist Health (WFBH) is a health system that includes Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Lexington Medical Center (LMC), Davie Medical Center (DMC), Wilkes Medical Center (WMC), High Point Medical Center (HPMC), Wake Forest Baptist Imaging, LLC (WFBI), NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center.

Policy Guidelines
Technical (Non-Academic) Standards for Medical School Admission
Critical skills needed for the successful navigation of core experiences are outlined below:

Observation:
Students must be able to obtain information from demonstrations and experiments in the basic sciences. Students must be able to assess a patient and evaluate findings accurately.

Communication:
Students must be able to communicate effectively, sensitively, and efficiently with patients, their families, health care professionals, colleagues, faculty, and staff. Students must be able to acquire the patient’s medical history in a timely manner, interpret non-verbal information, and establish a therapeutic rapport with patients. Students are also required to record information accurately and clearly; and communicate efficiently in English with other health care professionals.

Motor:
Students must possess the capacity to perform a physical examination and diagnostic examination and to provide or direct general care and emergency treatment to patients. Performing these examinations requires coordination of both gross and fine muscular movement.

Intellectual:
Conceptual, Integrative and Quantitative Abilities: Students must be able to assimilate detailed and complex information presented in both didactic and clinical coursework, and engage in problem solving. Students are expected to possess the ability to measure, calculate, reason, analyze, synthesize, and transmit information. In addition, students must be able to comprehend three-dimensional relationships and to understand the spatial relationships of structures and to adapt to different learning environments and modalities. Students must be able to effectively learn, participate, collaborate and contribute as a part of a team. Students will need to synthesize information effectively both in person and via remote technology. Students must be able to formulate a hypothesis, investigate the potential answers and outcomes and formulate appropriate and accurate conclusions.

Behavioral and Social Attributes:
Students should possess the emotional health required for full utilization of their intellectual abilities, the exercise of good judgment, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients, fellow students, faculty, and staff. Training and practice in the medical profession may be physically and mentally taxing. Students should be able to adapt to changing environments, to display flexibility and learn to function in the face of uncertainties inherent in the clinical problems of many patients. Compassion, integrity, concern for others, interpersonal skills, professionalism, interest, and motivation are all personal qualities that are expected during the education processes.
Process for Assessing the Applicant's Compliance with the Technical Standards

1. By accepting an invitation to interview on our campus, and by accepting an offer of acceptance, a student is acknowledging that they have read these Technical Standards and can meet these standards, with or without reasonable accommodations. Once matriculated, if a student is unable to meet these Technical Standards with reasonable accommodations, the student may not be able to successfully meet the requirements of a medical degree.

2. Students who, after review of the Technical Standards for their program, determine that they require reasonable accommodation to fully engage in the program should contact the Center for Learning, Access, and Student Support to confidentially discuss their accommodations needs.
   a. Reasonable accommodations may include and are not limited to technological adaptations or trained intermediaries, such as interpreters, who facilitate without supplanting, the student’s performance of an essential skill.

3. Given the clinical nature of our programs, time may be needed to create and implement the accommodations. Accommodations are not provided retroactively; therefore, timely requests are essential and encouraged.

4. It is the responsibility of a student with a disability, or a student who develops a disability, and who requires accommodations in order to meet these Technical Standards, to self-disclose to the Center for Learning, Access, and Student Support and request accommodations.

References
Student Disability Accommodations Requests Policy and Procedures, LCME Standard 10.5

Attachments: None   Revision Dates: 5/2021, 6/2022

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Code of Honor and Professional Conduct

I. Philosophy of Honor System

We at the Wake Forest School of Medicine believe medicine is an honorable profession. Those endeavoring to practice medicine are motivated by a desire to help heal the sick and infirm and to comfort the dying and their loved ones. Thus, inherent to the practice of medicine are the virtues of honesty and responsibility. We must remain accountable and responsible for our actions and failures to act.

Our responsibility as medical students to uphold said virtues also requires us to abide by this Code of Honor and Professional Conduct for the Wake Forest School of Medicine. The purpose of the Code is to state our commitment to the principles of honesty, trustworthiness, and responsibility among students, faculty, staff, and patients, as well as to establish a system to promote the practice of these virtues. It will also provide a means to investigate, and, if necessary, pass judgment on alleged infractions of the Code. The Code also tasks students with the responsibility for holding themselves and others accountable to its principles.

II. Standards of Honor and Professional Conduct

Physicians are called to the highest standards of honor and professional conduct. However, our responsibility to patients, their families, faculty and staff precedes the receipt of a medical degree. This responsibility begins upon matriculation as a medical school student. As such, the students of the Wake Forest School of Medicine commit to embody the following virtues and uphold the standards they entail throughout the duration of enrollment:

A. Honesty
   1. Be truthful and forthcoming in communication with others.
   2. Refrain from cheating, including, but not limited to, copying the answers of another student on an examination, unauthorized use of previous editions of examinations, reproducing information on an examination for other students who have not taken the examination, or any other use of unauthorized information or assistance on an examination or assignment.
   3. Refrain from plagiarism, including, but not limited to, dishonest representation of another’s work as one’s own.
   4. Refrain from lying or making misrepresentations in the fulfillment of academic requirements.
   5. Refrain from falsifying or deceitfully representing information regarding clinical work or patient care, including, but not limited to, reporting or documenting false lab values or other unverified patient information.

B. Trustworthiness
   1. Maintain the confidentiality and security of patient information.
   2. Admit errors and not promote ourselves at the patient’s expense.

C. Professional demeanor
   1. Be thoughtful and professional when interacting with patients and their families.
   2. Strive to maintain our composure under pressures of fatigue, professional stress, or personal problems.
   3. Avoid offensive language, gestures, or inappropriate remarks that are reasonably offensive to others.
   4. Maintain a neat and clean appearance, and dress in attire that is reasonable and accepted as professional to the patient population served.

D. Respect for the rights of others
   1. Create an atmosphere which encourages learning, characterized by cooperation and respectful relationships with the patient population served.
   2. Deal with all members of the health team in a considerate manner and with a spirit of cooperation.
   3. Act with an egalitarian spirit toward all persons encountered in a professional or academic capacity, regardless of race, religion, gender, sexual preference, age, disability or socioeconomic status.
   4. Respect the right of patients and their families to be informed and share in patient care decisions.
   5. Respect patients’ modesty and privacy.

E. Personal accountability
   1. Participate responsibly in patient care to the best of our ability and seek out help or appropriate supervision when necessary.
   2. Responsibly complete any clinical duties that we have undertaken.
   3. Notify the responsible person if something interferes with our ability to perform clinical tasks effectively.

F. Concern for the welfare of patients
   1. Treat patients and their families with respect and dignity both in their presence and in discussions with others.
2. Recognize when our ability to function effectively is compromised, and ask for relief or aid.
3. Refrain from alcohol or drug use that compromises or could compromise patient care or our own performance
4. Not engage in romantic, sexual, or other non-professional relationships with a patient, even at the request of a patient.

G. Non-retaliation
Refrain from any action that could be construed as retaliation against a fellow student or faculty member who has reported a potential violation of the Honor Code or other Medical School policy, regardless of the outcome of such a report.

H. School Representation
In addition to the behavior described in the Code of Honor and Professional Conduct, we shall demonstrate behavior which is considered appropriate for a career in medicine and will avoid conduct on and off campus which would discredit the School of Medicine, ourselves, or the profession of medicine. This includes violations of criminal statutes. Inappropriate or unprofessional conduct relevant to the student’s eventual successful career in medicine may be reviewed by The Honor Council and subsequently both the Associate Dean of Student Affairs and the Senior Associate Dean of Healthcare Education (referred to collectively as “Deans” for the remainder of the Code) and SPARC as prescribed in Section V.

I. Witnessing Violations
Each student carries the personal responsibility to report concerns regarding possible violations of the Code that he or she witnesses. In addition, each student must report concerns when s/he has sufficient information to believe a violation has occurred. Failure to report such concerns will be considered a violation of the Code.

III. Interpretations and Applications
A. Upon acceptance to the Wake Forest School of Medicine, each new student shall receive a copy of The Code and/or information regarding where to find electronic copies of the Code.
B. Each matriculating student will sign the Honor Pledge during orientation. Students are required to sign the Honor Pledge. An official record will be made of the signees and will be kept in the Office of Student Records. The Honor Code and System will be applicable to all students. The Honor Pledge can be found in Appendix II; this pledge may be used as deemed appropriate by students and faculty, e.g., as a posting in a lab or lecture hall, but it may not substitute for Appendix I on a graded assignment.
C. Appendix I will apply to all graded assignments during any phase of the Wake Forest School of Medicine course of study, and will appear on all quizzes or examinations. If the assignment is electronic, the student is responsible for reading all of Appendix I and will be required to press an “I Accept” button or its equivalent before being allowed to begin the assignment. For paper assignments, the student will be asked to sign below Appendix I as a symbol of acceptance and understanding that the Honor Code pertains to the assignment.

IV. The Honor Council
A. Composition
1. Twelve student members will comprise the Honor Council, with a quorum of seven members required when the Council is voting on any matter, holding a hearing, or voting on revisions to the Code. Each class will elect three members to serve terms of three and one-half years. Election of new members will take place in November of each academic year. No one shall be considered eligible for election to the Honor Council if they are not in good academic and professional standing as defined in the yearly WFSM Bulletin, which can be found through the eWake website. A quorum will be five members when there are nine members of the Honor Council during the first half of each year.
2. One faculty member will be appointed to a one year term by the Council to serve as Advisor to the Honor Council. This faculty member must also be a member of the SPARC. There is no limit on the number of terms a faculty member may serve as Advisor. The advisor may be present at meetings of the Honor Council.
3. Terms and Conditions of Office
   a. Medical students who are candidates for a joint degree are eligible to serve as their matriculating class’ Honor Council representative. However, at the time they leave their medical school class to begin the other component of their degree, they will permanently cease to be an Honor Council member. Should this situation arise, four members will be elected from the original matriculating class of the joint degree candidate to ensure adequate representation when the student leaves.
   b. Members who do not progress with their matriculating class will no longer be eligible to serve as an Honor Council representative. Election of a new member from the appropriate class will take place as soon as possible.
   c. Honor Council members may not also serve as the president, vice president, secretary, or treasurer of his
or her individual class or of the Student Body. Also, no Council member will hold a position on the Health
effectiveness Committee.

d. In the event that a Council member is believed to be performing their duties unsatisfactorily, the Honor
Council Chair shall be informed and will call for a meeting to discuss the case. After discussion, the member
in question may be removed from the Council by a three-quarters vote of the Council members. Election of
a new member from the appropriate class will follow as soon as possible.

e. No student that has previously been convicted of an infraction against the Code in a hearing shall be elected
to the Honor Council. Any Council member found guilty of an Honor Code violation in a formal hearing shall
be immediately removed from the Council, with his or her position filled as soon as possible by election
from the appropriate class.

f. If a council member is dismissed from the Wake Forest School of Medicine, an election for a replacement
council member from the appropriate class will be held as soon as possible to replace this member.

4. Officers

a. The Chair and Vice Chair of the Honor Council shall be elected annually and shall have served at least one
year on the Honor Council. He or she shall be elected by the Honor Council in March or April and shall serve
a term of one year. The duties of the Chair are as detailed in the Disciplinary Procedures section of this
document. The Vice Chair shall fulfill the duties of the Chair when the Chair is unavailable.

b. The Secretary of the Honor Council shall be elected annually. A one year prior service requirement is not
required to hold this position. He or she shall be elected by the Honor Council in March or April and shall
serve a term of one year. The Secretary shall keep record of Honor Council meetings and draft Honor
Council correspondence. The Secretary shall fulfill the duties of the Chair when the Chair and Vice Chair
are unavailable.

c. All three officer positions cannot be held simultaneously by 4th year medical students.

5. Faculty Advisor

a. The Faculty Advisor will be an active faculty member, and shall be a current member of SPARC.

b. The responsibilities of the Faculty Advisor are to serve as both an educator for and a liaison between the
faculty and the Honor Council.

c. To maintain the confidentiality of the accused student’s identity during disciplinary procedures, the Faculty
Advisor will not be present during the hearing or deliberations. However, the Faculty

d. Advisor will be available for consultation by phone during deliberations. Should the faculty member be
consulted at such time, identifying information of the accused will not be discussed.

e. The Faculty Advisor may request to be dismissed from his/her duties at any time by notifying the Honor
Council Chair. At such a time, the Honor Council Chair will notify the Dean and may request the Dean’s
assistance in selecting a new Advisor. A majority vote of the Council will appoint a new Advisor.

B. Duties and Responsibilities

1. The members of the Honor Council shall uphold the values of The Code and act in accordance with the
requirements of the Code as examples for all medical students and members of the medical profession.

2. The Honor Council shall educate the student body on the Code and the duties of individuals in the WakeForest
School of Medicine community living under the Code.

3. The Honor Council shall be responsible for receiving accusations, initiating investigations of suspected
infractions, holding hearings in a fair and impartial manner, and counseling students when appropriate. The
Council shall seek objective evidence that an infraction has occurred. At all times, the members of the Honor
Council should maintain an attitude of impartiality when reviewing the evidence presented to them.
Furthermore, all cases will proceed under the assumption that the accused is innocent until proven responsible
for a violation of the Code.

4. Each member of the Honor Council, excluding the Chair and the Secretary, may be required to participate in the
Honor Council process as an Investigator of reported violations. The member who is selected to serve as the
Investigator in a case will solicit evidence and interview witnesses in an unbiased manner. Members of the
Honor Council shall not serve as Investigator for a particular case if they feel themselves unable to act fairly or
impartially in this duty. If another Honor Council member feels another member will be unable to do so, the
Honor Council member must share the concern with the Chair, who will make a decision. In the event the
concern pertains to the Chair, the Vice Chair will make a decision. Also, any Council member who feels unable
to deliberate hearings for a particular case fairly or impartially, for any reason, should inform the Chair and
discuss a plan for proceeding without that member’s participation.
5. The Chair of the Honor Council shall prepare an annual report to be presented to the Wake Forest School of Medicine student body, faculty, and administration, detailing the number of hearings held and, the offenses, verdicts, and sanctions recommended by the Honor Council. The report will also contain a tally of accusations resolved by counseling, as categorized under Section II. Anonymity of the involved parties will be maintained. This report shall be submitted annually prior to graduation of the fourth-year class.

C. Confidentiality

All information relating to any Honor Council proceeding, including investigations, shall be considered confidential. All individuals involved in an Honor Council proceeding must maintain that confidentiality at all times, unless disclosure is required by law, or when disclosure is otherwise permitted under this Code. Violation of this confidentiality requirement is itself an Honor Code offense. The student accused of violating the Honor Code may choose to waive his or her right to confidentiality at any time by giving written notice to the Chair of the Honor Council. The accused shall have the right to divulge any information concerning his or her case, except for the names of the witnesses, to any person whose confidence he or she has chosen to seek.

V. Disciplinary Procedures

A. Reporting a suspected infraction of The Code

1. When a member of the Wake Forest School of Medicine community has reason to believe that a medical student has violated the Code, he or she should discuss the concern with an Honor Council member or address the concern to one of the Deans. The usual and preferred action from the Dean who receives the concern will be to refer the matter to the Honor Council for review in accordance with this Code. The Dean may, however, choose to refer the matter to the Honor Council in his/her discretion, such as when the Dean determines the matter is too sensitive or egregious for the Council’s purview, or when other policies warrant direct referral to SPARC or another process for review and resolution. The Deans and Chair will meet biannually to discuss, in general terms and without revealing the identity of the students involved, the concerns reviewed by each, including cases not referred to the Council, to promote a mutual understanding of the types of circumstances that may or may not warrant referral to the Council.

2. To bring a formal charge before the Honor Council, the concerned person should report the complaint in writing by email or via the SGA website to the Chair of the Honor Council or an Honor Council member. At this time, he or she must disclose his or her name, the name of the accused student, the names of any witnesses and the suspected violation. The name of the reporting witness will only be known to the Honor Council member who received the report and the Chair. A member of the Wake Forest School of Medicine community has a duty to report a suspected infraction to the Honor Council or the Deans within 30 days of becoming aware of the infraction.

B. Post-reporting Procedures

1. The Chair of the Honor Council shall follow one of four courses upon receipt of a concern:
   a. Initiate an investigation
   b. Convene a meeting of the Honor Council if the Chair feels for any reason that a reported behavior does not constitute a violation of the code and thus may not need to proceed to a formal hearing. The Chair will set forth their concerns before the Council, and a majority vote by members present will decide whether the reported behavior constitutes a violation of the Code. A quorum is not necessary for such a vote, but all reasonable effort must be made to consult as many members as possible.
   c. Allegations of an Honor Code violation which would also constitute a violation of the School of Medicine’s Student Sexual Misconduct Policy, or other policies of the School of Medicine or Wake Forest Baptist Health, or where criminal charges related to the allegations are pending against the accused, must be referred by the Honor Council to the Deans for proper handling. The Deans reserves the right, after careful consideration, to refer any such case to the SPARC or back to the Honor Council to be managed according to the Honor Council process.
   d. If council members are concerned about the wellbeing of the accused, the Chair will share this information with the Deans to aid in helping the student.

C. Investigation

1. Upon appointment by the Chair of the Honor Council, the Investigator shall promptly begin collecting information about the suspected violation. The Investigator shall:
   a. interview the accused student;
   b. interview the person(s) placing the complaint;
   c. conduct interviews with any others, including students or faculty, who may have pertinent information relating to the alleged infraction;
   d. review document(s) or other evidence relevant to the suspected violation;
e. report findings to the Honor Council.
f. If a case proceeds to a hearing, the Investigator will compile a case summary and provide it to the accused and council members at least 24 hours before a hearing.

2. During the investigation, the names of all witnesses and the accused will be anonymous to the rest of the Honor Council.

D. Determination of need for hearing

1. When a formal hearing is deemed unwarranted by majority vote, Council members may opt to counsel and provide appropriate resources to the accused regarding his/her professional conduct. The accused will be notified that a meeting will take place with an Honor Council officer and at least one other Honor Council member. The purpose of the meeting will be to address the accused's professional conduct as it pertains to the allegation. A report will be maintained by the Chair of the Honor Council, including a brief description of the event and the student's name, for record-keeping purposes. The Chair shall reveal to the Council records of any such meetings at the time of a future investigation of the accused, but will maintain the anonymity of the accused until the determination of a need for a hearing.

2. If the Honor Council determines the need for a meeting with the accused student as described above, such action is considered to be a finding by the Council of a violation of the Code, and the name of the student and nature of their infraction, as well as the result of the meeting, will be given to the faculty advisor for the Honor Council to ensure a faculty record of the meeting is maintained. The student's identity will remain anonymous to all other faculty members unless the faculty advisor determines that further action may be necessary due to the student's prior disciplinary history.

3. If a majority vote of the council determines the need for a formal hearing, the Chair of the Honor Council will:
   a. compile the list of formal charges;
   b. deliver the charges to the accused;
   c. schedule the date for the Honor hearing. Except under extenuating circumstances, such as unavailability of Council members or witnesses, the date of the hearing will be no later than ten business days after the formal complaint has been received, excluding school holidays;
   d. send notices to all persons who must be present at the Honor Hearing, including all witnesses. The Chair will also inform the Council members of the name of the accused.
   e. The accused student will be told the names of all witnesses, with the reporting witness' name included only as a witness to the violation, at the time they are notified of the scheduled date of the hearing.

E. Rights of the accused

1. Any student who has been accused of violating the Code and whose case is proceeding to a hearing shall have the following rights. The accused student shall be given a copy of this Honor Code when he or she receives initial notification of the charges.
   a. Right to timely notification of the charge(s) against him or her.
   b. Right to have all details of any charges and knowledge of Honor Council proceedings kept confidential. Only individuals specified in this Code should be provided information regarding Honor Council business and proceedings, except when disclosure of information may otherwise be required by law.
   c. Right to a prompt hearing, as described in section V.d.2.c.
   d. Right to request, with satisfactory explanation, nonparticipation of any members of the Honor Council. These requests shall be reviewed by the Honor Council as a whole, and a majority vote of a quorum of the Council in favor of proceeding with the hearing is required in order to proceed.
   e. Right to be assisted or represented at the Honor Hearing by a Wake Forest School of Medicine student of his or her choosing. This representative may not be a member of the Honor Council.
   f. Right to present a statement in his or her own defense or decline to testify at the Honor Hearing.
   g. Right to call and question, directly or through his or her representative, witnesses during the Honor Hearing. The accused will give the designated Investigator the names of witnesses he or she would like to call for questioning at least 48 hours prior to the hearing. The Investigator will notify the Chair of the Honor Council, who is responsible for notifying witnesses that they are being called to testify.
   h. Right to have his or her innocence judged solely on the evidence and testimony presented during the Honor Hearing, though a history of prior offenses can affect sanctioning.
   i. Right to appeal decisions to SPARC on the grounds of procedural unfairness or perceived bias

F. Rights of the witnesses

a. Any student who has reported or is a witness in a hearing regarding an alleged violation of the Honor Code
shall have the following rights:

b. Right to have testimony given in an Honor Code hearing used only for the purposes of the Honor Code or SPARC proceedings, except when otherwise required by law.

c. Right to remain anonymous to the accused student until the time the accused is informed of the scheduled date of the hearing.

d. Right to be protected from retaliation for participating in the Honor Code process. Any student who retaliates against an individual who has participated in and Honor Code process will be held in violation of the Honor Code.

G. The Honor Hearing

1. Participants

a. A quorum of council members is required to hold a hearing. A quorum will be defined as greater than half the number of voting members. Therefore, five voting members (excluding the Investigator) must be present prior to the election of first year students, and seven voting members must be present following their election. A hearing will be delayed until such time as these members are available.

b. Honor Hearings are closed hearings unless the accused student requests an open hearing.

c. In a closed hearing, only the following people are to be present:

i. accused and his or her designated representative;

ii. members of the Honor Council;

iii. Investigator for the case;

iv. witnesses, allowed one at a time and only during their own testimony;

d. In an open hearing, all members of the Wake Forest School of Medicine may be present. The general public and members of the press or media are not permitted to be present.

2. Records of proceedings

a. A formal record of all proceedings of the Honor Hearing, except the deliberations of the Honor Council, shall be kept in a locked file in the Office of Student Affairs for a period of six years from the date of the Hearing, and then destroyed.

b. The formal record of proceedings shall be in the form of an audio or video recording created by the Secretary of the Council.

c. These recordings shall be the sole property of the Wake Forest School of Medicine.

d. Access to these recordings shall only be allowed with joint permission of the Chair of the Honor Council and the Deans, unless required by law. The recordings will be available to SPARC if the student was determined by the Council to have violated the Code.

3. Hearing procedures

a. The Chair of the Honor Council shall call the Hearing to order, reminding those present that in an Honor hearing the members of the Wake Forest School of Medicine community are bound to honesty and integrity, and that all details of the hearing are to remain confidential.

b. The Chair shall read the formal statement of charges.

c. The Chair shall call for the presentation of evidence by the Investigator in summary format.

d. The Chair shall call for the presentation of evidence by the accused in summary format. Questioning of the accused will then occur by the Investigator, followed by members of the Honor Council.

e. The Chair shall call for the testimony of witnesses as called by the Investigator. Each presentation is followed by a period of time set aside for questioning by the Investigator, the accused and his or her representative, followed by members of the Honor Council.

f. The Chair shall call for the testimony of witnesses as called by the accused. Each presentation is followed by a period of time set aside for questioning by the accused and his or her representative, the Investigator, followed by members of the Honor Council, in that order.

g. The Chair shall call for clarifying remarks and final questions.

h. Conclusion of the Honor Hearing. All present, including the Investigator, are dismissed, with the exception of the Chair and members of the Honor Council.

H. Deliberations

It shall be the duty of the members of the Honor Council to determine if it is more likely than not that the accused student has committed the action of which he or she is accused and that such actions constitute a violation of The
Code.

I. Decision and Reporting

1. Upon completion of the deliberations, all present members of the Honor Council shall vote on a verdict. A majority of members must return a verdict of guilty in order for the student to be found responsible for a violation of the Honor Code.

2. Immediately following the Honor Council’s decision and, if applicable, determination of recommendations for disciplinary actions, the Honor Council Chair will notify the accused student of the Council’s decision and the next steps that will take place according to the verdict.

3. If the Honor Council has decided that a violation of the Code has occurred, a formal written report shall be made to the Deans by the Honor Council Chair which includes the name of the student who was found in violation of the Code, the infraction(s) committed, a brief summary of the events surrounding the violation, the Honor Council’s decision and a recommendation for disciplinary action. This notification will be hand delivered to the Dean or their delegate before the end of the second business day following an Honor Hearing.

4. If the Honor Council has decided that the student has not violated the Code, the charges against the accused shall be dropped. A written report to the Deans by the Honor Council Chair will relate the events of the hearing, but will not include the names of the accused or any other involved students. This report will be given to the Dean before the end of the second business day following an Honor hearing. The Chair will also send this report to the Council’s faculty advisor. The Chair will inform the assistant director for student affairs of the student’s identity. The assistant director for student affairs will maintain a file regarding previous investigations and will report to the Deans and the faculty advisor if a student found responsible for a code violation has had prior accusations of violations of the Code. The Deans will then determine whether additional action is warranted.

5. Following the resolution of a formal allegation, regardless of the method of resolution, the Chair reserves the right to inform the witnesses that their concerns were addressed through the Honor System. Faculty inquiries addressed to the Council concerning the outcome of a case will be referred to the Deans.

J. Policy for Student Disciplinary Procedures

If the Honor Council has determined that a violation of the Code has occurred, the Dean will review the Honor Council’s findings and may refer the case to SPARC and the case may be heard as defined in the policy for SPARC, which can be found in the yearly WFSM Bulletin through the eWake website.

VI. Student Professionalism and Academic Review Committee (SPARC)

A. Decision Regarding Sanctions

At the discretion of the Deans, the SPARC shall be the body to whom recommendations regarding sanctions will be made by the Honor Council in the case that a student is found responsible for a violation of the Honor Code. SPARC will then review the case and issue a decision regarding sanctions.

B. Composition

The SPARC is a standing committee of the School of Medicine appointed by the Dean. Members representing both the basic science and clinical faculty serve overlapping terms to provide continuity among Committee Members.

VII. Faculty Involvement

A. Faculty Support

The cooperation and support of the faculty are essential in carrying out the spirit and principles of the Honor Code. They, too, benefit from the freedom created by living in a community of honesty and trust. Likewise, the faculty has individual and corporate responsibility to uphold the Honor System.

B. Faculty Rights

All reports of suspected Honor Code violations shall be dealt with under the Honor System as described herein. The reporting faculty member shall have the same rights, obligations, and responsibilities under the Honor System as any student reporting a suspected violation. The only penalties or sanctions which may be imposed against an accused student are sanctions imposed by SPARC.

C. Reducing Temptations and Misunderstandings

The faculty shall use their best efforts to minimize the potential for Honor Code violations. For example, the faculty shall

a. give clear directions and instructions concerning course requirements and the limits of acceptable collaboration in coursework.

b. carefully maintain the security of examinations.
c. clearly explain whether old examinations may be used by students in preparing for current examinations, being sure to make such old examinations equally accessible to students when their use is permitted.

d. reduce the temptation to pass information about exams from class to class by changing the content of exams from year-to-year as much as is practical. This includes exams for both the basic science courses and clinical rotations.

VIII. Revision of the Honor System

A. Petition for consideration of change to this document may be submitted in writing to the Chair of the Honor Council by any student or faculty member.

B. A three-quarters majority vote of the Honor Council is required to pass the proposed changes. Revision to the Honor Code will be submitted to the Dean for final approval.

C. Any proposed changes in the Honor Code and System will be sent to all classes via e-mail attachment for student body evaluation and input, no less than one week prior to the official Council vote.

D. Copies of the most current version of The Honor Code and System will be kept in the Office of Student Services. Current versions will also appear on the Honor Council portion of the SGA website, the Educational Services portion of the eWake website, and in the Wake Forest School of Medicine Student Bulletin which is revised and published annually.

Appendix I.
To be attached to any quizzes or exams per section III.C:
"I acknowledge that the principles of the Honor Code and Honor Pledge pertain to this assignment. On my honor, I pledge that I will neither give nor receive unauthorized assistance or information on this assignment and I will not tolerate such conduct on the part of others. My signature or electronic submission of this assignment symbolizes my awareness and acceptance of the fact that this and all other academic activities at Wake Forest School of Medicine are governed by its Honor Code."

Appendix II.
The Honor Pledge of the Wake Forest School of Medicine
"Physicians are called to the highest standards of honor and professional conduct. However, our responsibility to patients, their families, faculty, and staff precedes the receipt of a medical degree. This responsibility begins upon matriculation as a medical school student. As such, the students of Wake Forest School of Medicine commit to embody the virtues and uphold the standards as described in the Wake Forest School of Medicine Code of Honor and Professional Conduct throughout the duration of enrollment.

As a Wake Forest School of Medicine student, I pledge to demonstrate behavior which is considered appropriate for a career in medicine. Appropriate behavior includes, but is not limited to, honesty, trustworthiness, professional demeanor, respect for the rights of others, personal accountability, and concern for the welfare of patients. In these areas, I, as a medical student, will endeavor to live by and uphold The Code"
Policy of the Student Professionalism and Academic Review Committee (SPARC)

The Student Professionalism and Academic Review Committee (SPARC) is a standing committee of the School of Medicine with membership comprised of both elected faculty members and faculty appointed by the Dean. Members serve overlapping terms to provide continuity among the committee. The SPARC leadership is elected by the committee.

The SPARC is charged with reviewing and approving the continuation of medical students in the curriculum, reviewing and approving students for graduation, and reviewing and making decisions regarding students with unsatisfactory academic or professional performance.

The Associate Dean for MD Program Academic Affairs and the Associate Dean for Student Affairs will, at least annually, present to the SPARC a list of students for a determination regarding eligibility for continuation in the curriculum and/or graduation. This list shall include the academic and professional standing of these students.

In cases referred to the SPARC involving students with unsatisfactory academic or professional performance, the Associate Dean for Student Affairs will provide to the SPARC any and all available information regarding the student’s professionalism issues, past, present and pending. The Associate Dean for MD Program Academic Affairs will do the same with respect to any academic issues. The SPARC may also obtain additional information from others that it may deem relevant to its review of the concern(s), including but not limited to, opinions of course coordinators and clerkship or rotation directors. The SPARC will decide what information is relevant to the case at hand. The Associate Deans will not be present during any deliberation; however, the SPARC may, at its discretion, consult these Deans during deliberations. The student will be invited to speak and to present relevant information on his or her own behalf. Students who elect not to appear are required to submit a written statement prior to the SPARC meeting when their case will be reviewed. While the student whose performance is being reviewed may have advisors, legal counsel and other individuals available to lend support throughout the process, only the student will be permitted to meet with the SPARC.

Following review of any concern referred to the SPARC, the SPARC will select an outcome or outcomes from the following options:

1. Student remains in Academic/Professional Good Standing
2. Student is placed or remains on Warning (Academic/Professional Good Standing)
3. Student is placed or remains on Probation (Not in Good Standing)
4. Student is dismissed
5. Other alternatives, such as community service, counseling. Year 4 course selection by the Director of Clinical Curriculum, etc., as deemed appropriate by the SPARC

The decisions of the SPARC will be recorded in the minutes of each meeting and transmitted to the Associate Dean for Student Affairs and the Associate Dean for MD Program Academic Affairs. All written communication with and notifications to students regarding the SPARC’s review and decision will be conveyed to the student within 2 business days by the Associate Dean for Student Affairs (or his/her designee) and will be delivered to the student’s medical center mailbox as well as their Wake Forest e-mail account. A copy of the correspondence will also be sent to the Office of Student Records.

Students permitted to continue in the curriculum will do so with the understanding that any additional concerns regarding the student’s academic performance or professionalism will require an additional review by the SPARC.

In the event of a dismissal decision, the student has 7 business days to appeal that decision. Upon receipt of a written appeal of a dismissal decision, the appeal will be reviewed in accordance with the Student Appeal of Dismissal Policy. A student who chooses to appeal a dismissal decision will be suspended from all activity in the curriculum during the appeals process. Once suspended from activity, the student will not retain his/her identification badge or access to his/her institutional e-mail account and must turn in the School-issued laptop computer within 24 hours following notification of the SPARC dismissal decision.

The Associate Dean for MD Program Academic Affairs and/or the Associate Dean for Student Affairs may place a student on interim suspension when there is reasonable cause to believe that the student has engaged in or threatens to engage in behavior that poses a significant risk of harm to the safety or security of themselves, others, or to property, or directly or substantially impedes the activities of members of the institution’s community, including employees, other students, or visitors. Upon a student’s request, a review of the interim suspension shall be held by the Dean of the School of Medicine (or his/her designee) within three working days of the interim suspension to determine if the suspension should continue until a review of the concern and decision on the outcome is made by the SPARC. The interim suspension will not prohibit the student from speaking with the SPARC and presenting information on his/her behalf, although arrangements may be made by the School of Medicine to allow this to occur remotely.

USMLE Step Exams

The SPARC will review failures of USMLE Step 1 or either part of USMLE Step 2 in accordance with the SAP policy.

Warning
A student may be placed on Warning by the SPARC or by the relevant Associate Dean (or his/her designee), without referral to the SPARC. The student will remain in Good Standing while on Warning. A student who is placed on Warning will remain on Warning for a period of twelve (12) months. However, the SPARC will review the academic/professional performance of the student 6 months into the Warning period to determine whether the student’s performance supports an early termination of Warning.

**Probation**

A student who is placed on Probation will remain on Probation for a period of twenty-four (24) months. In addition, the student will not remain in Good Standing while on Probation. However, the SPARC will review the academic/professional performance of the student 12 months into the probationary period to determine whether the student’s performance supports an early termination of Probation. A student who is placed on Probation will no longer be eligible for the following for the duration of the probationary period:

- Service on the SGA
- Participation on external rotations (extramural and international)
- Serving as a representative of the School either internally (e.g. serving as a voting member on a curriculum committee) or externally (e.g. serving as an OSR representative)

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).

**MD Conflict of Interest Disclosure**

As course coordinators/clerkship coordinators are preparing your schedules, we would like to ask you to submit any potential conflicts of interest you foresee during your courses, clerkships, and rotations. Conflicts of interest important to consider include but are not limited to:

- You are an immediate family member of the individual.
- You are in a consensual relationship with the individual.
- You have a personal financial relationship with the individual.
- You have received medical or mental healthcare from the individual.
- Any other issue not included in the above-mentioned situations you may perceive as a conflict (additional information about the nature of the perceived conflict may be requested under this circumstance).

For further details, please see the [Conflict of Interest Related to Student Assessment policy](#). To report a Conflict of Interest, [CLICK HERE](#). Please provide the full name (first and last) of any faculty or house officer in a department(s) or section(s) with whom you perceive as having a conflict of interest. This information will be forwarded to the Senior Associate Dean of Healthcare Education and his/her designee (such as course coordinators and directors) for consideration and, if necessary, management.

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).
**Dress Code Policy**

The Dress Code Policy requires students to comply with the following requirements:

- Clothing should be clean, neat, properly fitting, and not excessively worn.
- Revealing, tight-fitting, or otherwise provocative clothing should not be worn. Specifically, short skirts, low neck lines, and any amount of exposed midriff are inappropriate.
- Visibly wear your WFSM identification at all times. Do not use items to cover your name or face.
- Scrubs are generally intended for procedurally-based specialties or when spending the entire night in the hospital. They still should be clean and fit appropriately.
- Body odor and heavy scents are not allowed. No perfumes, colognes, or aftershave should be worn in the clinical setting as per WFBH institutional policy.
- Nails should be kept neat and trimmed per OSHA requirements.

Additional policy guidelines specific to patient care areas, standardized patient assessments (SPA), and observed structured clinical evaluations (OSCEs):

- Collared shirts for gentleman. No T-shirts of any type should be worn as an out garment. If a T-shirt is worn under scrubs, it should not have visible logo or slogan on it.
- Blue jeans or shorts are never acceptable.
- Closed-toe shoes are required in the Emergency Department, Operating Room, Labor and Delivery, and other areas where there is a high risk of blood, body fluid, or sharp exposure. Flip flops are never acceptable. Shoes should not be excessively worn or soiled.
- A white lab coat should be white, clean and not torn.
- Hair should be clean and neatly cut.
- An unshaven appearance is unprofessional, so shave daily. Beards and mustaches should be clean and neatly trimmed.
- Facial piercings are inconsistent with most patients' expectations of professional appearance (J Gen Intern Med. 2005;20:312-313) and hence are discouraged.
- Religious-based exceptions to any of the above will be reviewed on a case-by-case basis.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Please Note: Charlotte students must wear their Atrium Health identification badges at all times and are expected to wear closed toe shoes in all clinical spaces.

**Transfer and Admissions of Medical Students with Advanced Standing Policy**

**Purpose**
The purpose of this policy is to limit the number of students due to class size constraints and a limited number of available courses and clerkships.

**Scope**
This policy applies to all undergraduate medical education (MD) program students.

**Policy Guidelines**
The Wake Forest School of Medicine does not accept transfer students from other medical schools.

**References:** LCME Standard 10.7  
**Revision Dates** 7/2017; 11/2020

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Selection of Medical Students Policy

Purpose
The purpose of this policy is to establish a process for the selection of medical students.

Scope
This policy applies to all undergraduate medical education (MD) program students.

Definitions
Policy: A statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities. A policy may help to ensure compliance with applicable laws and regulations, promote one or more missions, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors, and others are expected to operate.

WFBH: Wake Forest Baptist Health (WFBH) is a health system that includes Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Lexington Medical Center (LMC), Davie Medical Center (DMC), Wilkes Medical Center (WMC), High Point Medical Center (HPMC), Wake Forest Baptist Imaging, LLC (WFI), NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center.

POLICY GUIDELINES
The selection of applicants for admission as medical students to the Wake Forest School of Medicine involves a competitive evaluation process, the authority and responsibility for which rests with the Committee on Admissions (COA).

The Committee on Admissions establishes and publicizes on the admissions webpage attributes desired of applicants and reviews these attributes annually, aligning them with the School of Medicine's mission and vision and the school's educational goals and objectives.

- The selection of applicants is also aligned with the School of Medicine's diversity statement and technical standards to allow for the matriculation of a class of students who demonstrate the ability and commitment to fulfill the purpose of a Wake Forest School of Medicine medical education.
- This selection process is also intended to be compliant with applicable laws and regulations.

The Committee on Admissions establishes a competitive evaluation process to include: the initial review of applicants, a secondary application process, extending invitations for and coordinating and conducting on-campus or virtual interviews, voting to extend an offer of admission to an applicant by the COA, management of applicants on the waitlist, and processing offers of admission.

- These processes and the training related to them are reviewed annually and approved by the COA.
- The details of these processes are specified in the approved training guide, which is reviewed and approved annually by the COA Executive Committee.

References: LCME Standards 10.2, 10.3   Revision Dates: 7/2017; 11/2020

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Matriculation Policy
The purpose of this policy is to establish the point at which incoming students are matriculated
This policy applies to new undergraduate medical education (MD) students.

For the new medical student(s), matriculation will be official when the Associate Dean for Medical Student Admissions, or a designated representative, states to the student(s), “You are now officially matriculated at the Wake Forest School of Medicine.” This statement will usually be made at the first day of Orientation.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Policy on Final Grade Submission for Pre-Clinical & Clinical Year Courses/Clerkships

The purpose of this policy is to ensure timeliness in which medical students are informed about their final and comprehensive performance in a course and/or clerkship.

This policy applies to Wake Forest University School of Medicine Undergraduate Medical Education (MD) program Faculty and Staff.

POLICY GUIDELINES

A. It is the expectation of the Medical School that final grades be submitted for recording in the student record system within 28 days from the end date of the clinical or pre-clinical course or clerkship activities.

1. Ensuring the timeliness in which medical students are informed about their final and comprehensive performance in a course and/or clerkship is an important element for students to self-assess their progression in the medical school curriculum. In addition, the submission of grades in a timely manner ensures verification of grades for transcript deadlines, such as ERAS (Electronic Residency Application Service) submission, graduation, and enrollment verification. Finally, it is a Liaison Committee on Medical Education (LCME) accreditation requirement that grades be submitted no later than 6 weeks after the end date of the course/clerkship for official reporting purposes.

2. Failure to meet the standard will result in notification to the Dean or designee and the Chair of the involved department on day 29. Late grade reports will be taken into consideration upon the annual review of course and Course Director performance evaluations (“dashboards”) by the Associate Dean for MD Program Academic Affairs.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Policy on Narrative Description of Medical Student Performance

Policy Statement

It is the policy of the School of Medicine that a narrative describing a student’s performance be submitted by each Course/Clerkship director with the student’s final grade in the course/clerkship. The narrative must be submitted in accordance with the Policy on Final Grade Submission for Pre-Clinical Courses & Clinical Courses/Clerkships.

Policy

A narrative description of medical student performance is required as a part of the student's final assessment in the following circumstances:

When the course or clerkship (including any 4th year rotation) are required for graduation, AND

When the student-teacher interaction occurs in a way as to allow such an assessment to be done (e.g., when small group activities are part of a course).

A course director may submit a request to the Associate Dean for MD Program Academic Affairs to be considered to be exempt from this policy, specifying the educational/evaluation reasoning behind their request. All such requests require review and approval by the Undergraduate Medicine Education Curriculum Committee (UMECC).

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
**Policy on the Provision of Mid-Term Formative Feedback**

Students enrolled in required courses/clerkships are provided feedback continuously throughout the course by a variety of means (test/quiz performance, small group feedback, faculty/resident feedback, etc.). Students enrolled in required courses or clerkships of four weeks or more in duration must be provided formative feedback by at least the mid-point of the course.

**For Courses in Years 1 & 2:**

For courses with goals pertaining only to the acquisition of knowledge, the student will be provided a numerical mid-rotation feedback on their performance. Students who are at risk of failing a course will meet with the course director and either the Assistant Dean for Basic Science Curriculum or the Assistant Dean for Educational Strategy and Innovation, who may refer the student for Academic Advising through the Office of Student Affairs, or other appropriate support services.

Courses with goals beyond acquisition of knowledge, for example goals related to teamwork or communication skills, will provide students with formative feedback at least by the midpoint of the course. This evaluation will consist of a narrative summary of the student’s performance.

**For Clerkships and Required Course in Years 3 & 4:**

The Commons Clerkship Mid-Rotations Feedback Form has been provided to students and clerkship/required course directors. It contains a self-assessment from the student and formative feedback from the course director. This form will be completed in a face-to-face session with the course/clerkship director (or faculty designee) and uploaded into the student’s file under the mid-rotation feedback tab for the corresponding course no later than the week after the midpoint of the clerkship/course (example: week 3 of a 4-week clerkship/course). Clerkship and course directors/Coordinator will specify the process for completion of this form at the beginning of the clerkship.

The Mid-Rotation Feedback Form for Years 3 & 4 is available in the student learning management system.

**For Longitudinal Courses throughout the Curriculum:**

For longitudinal courses in Years 1-4, a scorecard and/or narrative formative feedback will be provided to each student around the mid-point of the course by the Course Director (or faculty designee).

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).

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**Policy on Satisfactory Academic Progress (SAP)**

**Purpose**

Established standards of performance and behavior in each course, clerkship, and rotation of medical school, as well as in the overall curriculum, are essential components of a quality medical education. Progress towards graduation is based on the overall conduct of the student, passage of USMLE Steps 1 and 2, and demonstration of academic performance and professional behavior that meets or exceeds the standards described in the following paragraphs. Students must demonstrate, to the satisfaction of the Wake Forest School of Medicine, that they are fit, both academically and professionally, to be a Wake Forest School of Medicine graduate.

**Scope**

This policy applies to undergraduate medical education (MD) program students at Wake Forest School of Medicine.

**Definitions**

**Policy:** A statement of principle that is developed for the purpose of guiding decisions and activities related to governance, administration, or management of care, treatment, services or other activities. A policy may help to ensure compliance with applicable laws and regulations, promote one or more missions, contain guidelines for governance, and set parameters within which faculty, staff, students, visitors, and others are expected to operate.

**WFBH:** Wake Forest Baptist Health (WFBH) is a health system that includes Wake Forest Baptist Medical Center and all affiliated organizations including Wake Forest University Health Sciences (WFUHS), North Carolina Baptist Hospital (NCBH), Lexington Medical Center (LMC), Davie Medical Center (DMC), Wilkes Medical Center (WMC), High Point Medical Center (HPMC), Wake Forest Baptist Imaging, LLC (WFBIL), NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center.

**Benchmarks:** Tests/assignments/evaluations that have been identified by the Course Director or Clerkship Director as essential measures of satisfactory progress. Students must pass (or successfully remediate) all benchmarks in order to pass the course/clerkship.

**Gateways:** Foundational educational experiences that must be passed in order to proceed in the curriculum. Students must pass all Gateways to advance in the MD program. Students who fail a Gateway must demonstrate successful remediation of the Gateway before proceeding in the MD program. Courses, clerkships, and required curriculum elements are Gateways.
Policy Guidelines
Standards for All Years

1. Failure of 1 Benchmark
   a. Student must meet with the Course Director or Clerkship Director to identify learning issues for remediation of the Benchmark.

2. Failure of 2 Benchmarks
   a. Student must meet with the Course or Clerkship Director, the relevant Associate Dean (either the Associate Dean for Basic Science Education or the Associate Dean for Educational Strategy & Innovation), and the Associate Dean for Student Affairs, for directed support regarding remediation of the Benchmark.

3. Failure of 3 Benchmarks
   a. Student must meet with the Course or Clerkship Director, the Associate Dean for Student Affairs, and the Senior Associate Dean for Undergraduate Medical Education for directed support regarding remediation of the Benchmark.
   b. Following the failure of 3 Benchmarks, failure of any subsequent Benchmarks may result in a review with the Senior Associate Dean for Undergraduate Medical Education.

4. Final course grades and final grades from clerkships and rotations are used as Gateways in the MD curriculum.
   a. Failure of any Gateway will result in review of student performance by the Student Professionalism and Academic Review Committee (SPARC) for consideration for a change of status to Warning, Probation, or dismissal from the School of Medicine. In the event a student is permitted to remain in the MD program following a review by SPARC, the student must successfully demonstrate remediation to competency before proceeding in the MD program.

5. Students who require remediation to competency for a failed Benchmark or Gateway are not eligible for a grade higher than Pass in that Gateway.

USMLE Step 1 and Step 2 Exams

1. The USMLE examinations are national standards for student performance and are considered by the School of Medicine in determining student competency in the MD program. USMLE Step 1 and Step 2 examinations are considered Gateways for progression through the MD Program.
   a. Students must complete the USMLE Step 1 exam by the Step 1 Completion Deadline, as specified on the academic calendar, to begin the Immersion Curriculum (the Year 3 Clinical Clerkship Curriculum).
   b. Likewise, students must complete the USMLE Step 2 examination(s) by the Step 2 Completion Deadline, as specified on the academic calendar.
   c. Successful completion of USMLE Step 1 and Step 2 Clinical Knowledge (CK) is required in order to graduate from the MD program.

2. Absent compelling circumstances, students will be allowed no more than three (3) attempts to pass each of the USMLE Step exams. Failure to pass a Step exam after three (3) attempts will result in referral to SPARC for consideration of dismissal.

Requirements for Graduation

1. Successful completion of all required components, competencies, and Gateways of the curriculum in Years 1-4.
2. Satisfactory completion of the Procedures Courses.
3. Receipt of passing scores for USMLE Step 1 and USMLE Step 2 CK.
4. Satisfactory demonstration of appropriate professional conduct.
5. The normal time frame for completion of required course work for the MD degree is 4 academic years.
   a. Students matriculated into the MD degree program may at times seek an approved Leave of Absence to pursue an advanced degree. The normal time frame for completion of required course work for the MD degree plus an additional doctorate degree (e.g., PhD, EdD) is 7 years. The maximum time permitted for completion of the MD degree plus an additional doctorate degree is 9 years. The normal time frame for completion of the MD degree plus an additional master's degree (e.g., MS, MA) is 6 years. The maximum time permitted for the completion of the MD degree plus an additional master's degree is 8 years.
   b. Due to academic, administrative, medical, or personal difficulties or scholarly enrichment activities, a student may require additional time for completion of degree requirements. In such situations, an academic plan may be established for the student that departs from the normal course of study and that may require the repetition of all or a part of a year of study (i.e., subsequent to incomplete or unsatisfactory course work or an approved leave). To be making Satisfactory Academic Progress, students ordinarily must complete the first two years of the curriculum by the end of the third year after initial enrollment.
SAP and Leaves of Absence

1. A student may be granted an academic, administrative, medical, or personal leave of absence.
   a. The period of leave for which the student has been approved may be excluded from the published maximum time frame in which an individual student will be expected to complete all requirements of the degree program.
   b. However, unless approved by the Dean, Wake Forest School of Medicine, students will not be allowed to take more than 10 years from the time of matriculation to complete the requirements for the MD degree, inclusive of leaves of absence.
   c. A student who is not on-track to complete the requirements for the MD degree by the 9th year following matriculation will be contacted by the Registrar and required to meet with the Senior Associate Dean for Undergraduate Medical Education (or designee).

Revision Dates 6/2020; 10/2020

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Policy on Medical Student Appeal of a Gateway Grade

Students will be evaluated on a continuous basis in both cognitive and non-cognitive performance by the Course/Clerkship Director, and a grade will be assigned and distributed to the student. In the event that a student has concerns about summative comments or a Gateway grade (as defined in the Policy on Satisfactory Academic Progress), the student has 10 days from the time a grade is released to request a meeting with the Course/Clerkship Director. If this meeting does not resolve the student's concerns, the student may appeal the assignment of a Course/Clerkship grade or summative comments received to the Associate Dean for MD Program Academic Affairs.

Appeals must be filed in writing with the office of the Associate Dean for MD Program Academic Affairs within 10 days following the required meeting with the Course/Clerkship Director. A copy of the appeal must also be provided to the Office of Student Affairs. The Associate Dean for MD Program Academic Affairs will review the appeal and issue a decision. In the review of the student's appeal, the Associate Dean for MD Program Academic Affairs may discuss the appeal with the Course/Clerkship Director and/or others. The student will be informed, in writing, of the decision within 10 days by the Associate Dean for MD Program Academic Affairs, and the decision will be final. A copy of the final decision will be forwarded to the Registrar in the Office of Student Records.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Computer-Based Exam Policy

The Computer-Based Exam Policy requires students to comply with the following requirements:

- Students must secure ALL personal effects (includes bags/backpacks, cellphones, smartwatches, etc.) in their assigned locker in the medical education building prior to the start of the exam.
- Students should arrive in the exam room 15 minutes prior to the start of the exam unless otherwise specified by the Evaluations staff in the testing instructions provided prior to the exam date. Students must complete the exam compatibility check, restart their computers, and complete all network security and software updates prior to test day to ensure that computers are working properly on the day of the exam.
- All students, including those with accommodations, must arrive ON TIME for all examinations.
- Any students arriving more than 10 minutes late will be required to meet with a proctor prior to starting the exam.
- The time allocated to complete an exam will NOT be extended due to late arrival, barring extenuating circumstances, at the discretion of the proctor.
- Students distracted by background noise may bring soft-foam earplugs (with no wires) for use during testing, in accordance with the testing regulations for USMLE Step exams: http://www.usmle.org/bulletin/testing/#PersonalItems
- No electronics are allowed in the exam room with the exception of laptops used to take the exam. Smartwatches may not be worn or brought into the exam room.
- In an effort to maintain a quiet testing atmosphere, students should enter and leave the testing area as quietly as possible when taking breaks. Students who bring snacks and/or drinks into the exam are asked to open beverage cans and remove food from noisy wrappers prior to the start of the exam to lessen noise distractions to their classmates.
• Any student wishing to take a break during an exam must log in and log out of the exam room.
• Only ONE student may be out of the exam room at a time.
• Breaks are limited to 10 minutes out of the exam room.
• From the time a student begins an exam until he/she completes it, the student must remain in the same building and on the same floor in which the exam is being administered.
• All exams are governed by the Honor Code.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Lecture Recording

Wake Forest University School of Medicine recognizes that there may be some circumstances where it may be inappropriate to record lecture content using the lecture capture system. When Academic Affairs or faculty determine that content is inappropriate for recording (for example, due to patient privacy, confidentiality, or content covered is directly related to actual assessment questions) students are prohibited from making audio or video recordings or photographs during the session. Disclosing such confidential material is an honor code violation.

Note Exchange

Wake Forest encourages student collaboration and discourse within our learning communities and between classes to share study materials and resources to enhance learning and acquisition of knowledge and competency. However, actual assessment questions on tests and quizzes are confidential and should not be shared in any format between classes. Disclosing such confidential material is an honor code violation.

Policy on Medical Student Supervision During Clinical Activities

The purpose of this policy is to establish supervision guidelines for Wake Forest School of Medicine (WFSM) undergraduate medical education (MD) program students when they are engaged in clinical activities. This policy applies to WFSM MD program students.

POLICY GUIDELINES

While completing clinical activities and clerkships, students should be incorporated as an integral member of the healthcare team;

1. While completing clinical clerkships and courses, students should be permitted to participate in patient care while completing assigned coursework. This includes opportunities to collaborate and work with interprofessional teams and staff from a variety of disciplines;

2. Specific guidance and information about the student's level of responsibility, approved activities, and expected procedures may vary and will be provided in individual clerkships and courses.

A. Clinical Supervision

1. Students should be supervised during all duty and call hours by a qualified faculty and/or house staff (i.e. interns, residents, fellows) physician, or assigned credentialed healthcare provider operating within their scope of practice;

2. Clinical supervision should foster an environment of progressive responsibility based on the acuity/complexity of the patient and/or procedure and the student's experience and level of training;

3. Supervision should foster a safe learning environment for students, ensuring feedback to the student to allow for growth in clinical skills while also facilitating formative and summative feedback;

4. Students on clinical clerkships/courses may enter information into the medical record of the patient with the approval of the faculty physician, course and department leadership and consistent with the Medical Center Policy on Student Documentation in the Medical Record (MC-42), or equivalent at alternate site.

5. Medical students are not permitted to perform breast, genitourinary, rectal exams, or other culturally sensitive exams without agreement from their supervisor (physician or ACP) and must be chaperoned.

B. Procedure Supervision

1. A faculty or house staff physician should supervise all procedures in which a student is involved;

2. A faculty physician or Course/Clerkship Director may assign an credentialed healthcare provider as a supervisor of teaching activities, but must ensure:
   a. the level of supervision is appropriate for the student's level of responsibility;
   b. the procedure falls within the supervisor's scope of practice, (example: phlebotomist for phlebotomy, nurse for IV, etc.);
c. continued monitoring of the student’s supervision on the clinical service to protect student and patient safety.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

**Policy on Requesting an Alternate Educational Site or Curriculum Assignment**

The purpose of this policy is to establish standards for Wake Forest School of Medicine (WFSM) undergraduate medical education (MD) students to request an alternate educational site.

This policy applies to all WFSM MD students.

**POLICY GUIDELINES**

Wake Forest School of Medicine MD Program offers the opportunity for medical students to complete Immersion Phase (Year III) clerkships either in Winston-Salem or in Charlotte. All students are able to complete clerkships in Winston-Salem in order to complete graduation requirements. Students can apply to complete Immersion Phase (Year III) clerkships in Charlotte during the registration period for clerkship location during the Foundation Curriculum (please see Requesting an Alternate Educational Site - Curriculum Assignment Procedures - MD Program - WFSM). Students are informed that they may not receive their top choice in registration for Immersion phase clerkships and swaps of location between students are not allowed.

After assignment into a given location for clerkship(s), students may request an alternative clinical site if need arises. Requests in changes of clerkship location should be made to the Registrar and will be reviewed by the Associate Dean for Clinical Education, Associate Dean of Student Affairs, and site leadership teams.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

**Policy on Medical Student Contact Hours for the Pre-Clinical Curriculum**

**Purpose**

Obtaining a quality education is the primary goal of medical students. This policy outlines limitations on contact hours to allow students to maximize educational benefits and limit fatigue which may impair the student’s ability to learn.

The policy will include oversight of all aspects of the pre-clinical educational experience of a medical student. For information regarding oversight of clinical duty hours for medical students, refer to the Policy on Clinical Duty Hours for Medical Students on Clinical Clerkships/Courses.

**Policy**

Students will be provided a sound educational experience that is carefully planned and balanced with concerns for patient safety and student well-being. The learning objectives of each educational experience cannot be compromised by excessively scheduled contact hours in the pre-clinical educational experience or clinical assignments in the clinical educational experience. The oversight of this policy will be the responsibility of the Associate Dean for MD Program Academic Affairs.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Policy on Clinical Duty Hours for Medical Students on Clinical Clerkships/Courses

Medical student duty hours should support the educational mission of an individual clerkship/course. During clinical rotations, variation exists regarding clinical duty expectations and time commitments for rotating students. The following medical student duty hour rules are established to ensure that those hours correlate with clerkship/course goals and objectives and takes into account the effects of fatigue and sleep deprivation on a student's learning ability and health.

Immersion Phase (Year 3) Duty Policy:
1) In general, a medical student should not be required to work longer hours than interns on the same service.
2) A student may be scheduled for an average of 80 duty hours per week during a four week period.
3) Duty hours must be structured to allow a minimum of four 24-hour time periods free over a four week time period for the duration of the clerkship.
4) Duty hours may not exceed 16 continuous hours, following which students should have at least 8 hours duty free.
5) Duty hours may include overnight call or shifts. The maximum number of overnight call is once every third night. For students completing overnight shifts, the maximum number of overnight shifts is 5 nights sequentially. Following 5 overnight shifts, students will not be expected to return to duty hours until the next calendar day.
6) Students must be excused from duty hours no later than midnight of the night prior to a shelf or final examination.
7) Students are to be excused from duty hours on all days that have been identified as holidays on the Wake Forest School of Medicine Academic Calendar.
8) Students must discuss issues pertaining to planned days off with the clerkship/course director and coordinator in writing well in advance of the planned absence in order to obtain permission to be away from duties. For unplanned absences, students should submit an absence request as outlined in the Attendance Policy.

Individualization Phase (Year 4) Duty Policy:
1) In general, a medical student should not be required to work longer hours than interns on the same service.
2) A student may be scheduled for an average of 80 duty hours per week during a four week period.
3) Duty hours must be structured to allow a minimum of four 24-hour time periods free over a four week time period for the duration of the clerkship.
4) Duty hours may not exceed 24 continuous hours, following which students should have at least 14 hours duty free. Periods of assigned responsibility may not exceed 24 continuous hours, with 4 additional hours for patient care continuity.
5) Duty hours may also include overnight call or shifts. The maximum frequency of overnight call is once every third night. For students completing overnight shifts, the maximum number of overnight shifts is 5 nights sequentially. Following 5 overnight shifts, students will not be expected to return to duty hours until the next calendar day.
6) Students must be excused from duty hours no later than midnight of the night prior to a shelf or final examination.
7) Students are to be excused from duty hours on all days that have been identified as holidays on the Wake Forest School of Medicine Academic Calendar.
8) Students must discuss issues pertaining to planned days off with the clerkship/course director and coordinator in writing well in advance of the planned absence in order to obtain permission to be away from duties. For unplanned absences, students should submit an absence request as outlined in the attendance policy.

Anyone with a concern regarding possible duty hour violations must report the concern to the clerkship/course director. It is the responsibility of the clerkship/course director to monitor and prevent violations of the above standards. Reports of violations should be investigated by the clerkship/course director with an attempt to remedy the situation. If the situation is not remedied, the student should then report the violation to the Office of Student Affairs. Once notified, the Office of Student Affairs will then bring the report to the attention of the Associate Dean for Clinical Education and Associate Dean for MD Program Academic Affairs. The Associate Dean for Clinical Education will act in consultation with the clerkship/course director to remedy the situation.

All students will be asked about duty work hours in the final course evaluation. Since course evaluations are anonymous, review confidential, review of this information by course directors will allow identification of potential violations that may be occurring during the course. Note that students may make an informed decision in specific circumstances to exceed these limits if they believe that doing so provides an exceptional educational experience.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
**Attendance Policy for Medical Students in Years 1 and 2**

**General Policy Statement**

The primary focus of the MD Program Foundations curriculum is to develop competence in the foundational basic science knowledge necessary for the practice of medicine as well as the clinical skills, attitudes and critical thinking necessary to be an effective part of the healthcare team when the student enters their clinical rotations. The Foundations curriculum offers a variety of learning opportunities determined by the Course Directors to be most effective for the given content. The school of medicine recognizes that adult learners have varying learning styles and many activities are not “attendance-required” in the Foundations curriculum. However, there are events that are crucial to student learning and that require direct engagement of the learner in real-time. These events are mandatory. Examples of this include all small-group instructional activities and selected large-group events deemed necessary by the Course Directors, as well as all high-stakes assessment events.

Because of the critical significance of the mandatory activities of the Foundations curriculum, attendance is required for all mandatory scheduled course activities. The policies relating to excused and unexcused absences from any course activities are outlined below.

**Definitions:** For purposes of this Policy, the following terms and definitions apply:

**Absence:** Missing at least 1 mandatory event in one day, or being more than 10 minutes late to a mandatory event.

**Excused Absence:** An absence that has been ‘approved’ in the student scheduling and absence system (SSAS) or for which the student has declared as an Administrative Day off in the SSAS.

**Unexcused Absence:** An absence that has either been denied in the student scheduling and absence system or has not been submitted in the SSAS.

**Absences during Foundations Curriculum**

a. All absence requests must be submitted through the SSAS system for review.

b. Any denied requests may be appealed to the Associate Dean for Basic Science Education.

c. Completion of missed curricular time and or activities may be required at the discretion of the Course Director.

d. Minor graded events that are missed cannot be made up, such as quiz or a group response question in a lab event.

e. Students who miss a major assessment event with an excused absence will take the assessment in a timely fashion at a mutually agreed upon time with the Course Director and the evaluations team.

**Unexcused Absences during Foundations Curriculum**

a. All unexcused absences will be reported by the Course Director or Coordinator to the Absence Adjudication Committee, and the student may be referred to the Student Professionalism and Academic Review Committee (SPARC).

b. Unexcused absences may result in remediation of some portion of the course or failure of the entire course as well as a referral to the SPARC.

Refer to the Student Attendance Operational Guidelines for additional details.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

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**Attendance Policy for Medical Students in Years 3 & 4**

**General Policy Statement:**

Because of the critical significance of the clinical activities of the Immersion and Individualization phases of curriculum, attendance is required for all scheduled clinical or clerkship activities. An absence is defined as any time away from required clinical activities. The policies relating to excused and unexcused absences from any course or clerkship activity are outlined below. All activities during Clinical Curriculum are ATTENDANCE REQUIRED.

**Definitions:** For purposes of this Policy, the following terms and definitions apply:

**Excused Absence:** An absence that has been deemed ‘approved’ in the student scheduling and absence system.

**Unexcused Absence:** An absence that is taken by a student and is either not submitted in the student scheduling and absence system, or has been denied in the student scheduling and absence system.

**Policy on Excused Absences during Clinical Curriculum**

a. Only requests submitted through the student scheduling and absence system (SSAS) will be considered by the Clinical Operations Subcommittee.
b. Approval of scheduling requests and absences is at the ultimate discretion of the Clinical Operations Subcommittee. This includes absences during orientation events for Immersion and Individualization phases of the curriculum. Decisions will be communicated to the Course/Clerkship Director and Coordinator, as well as the student, at the earliest possible opportunity.

c. If a student absence is necessary during the course of a rotation, all outstanding curricular activities must be completed in accordance with the goals and objectives of the course, and in adherence with the MD Program Policy on Satisfactory Academic Progress (SAP). The student will receive a grade of “Not Reported (NR)” until the coursework is completed. Please see the MD Program Policy on Satisfactory Academic Progress for information on advancement in the MD curriculum.

d. If a student anticipates the need for a scheduling or absence request before a rotation begins:

   i. An online request should be placed through the student scheduling and absence system (SSAS) at the earliest possible opportunity. (Note: The act of submitting a request does not guarantee that the request will be approved.

   ii. Excused absences will not result in punitive measures, but curricular activities missed may need to be completed at a later time at the discretion of the Course/Clerkship Director.

   iii. If a student wishes to appeal the decision of the Clinical Operations Subcommittee, an appeal may be made to the Associate Dean for Clinical Curriculum within 3 business days of the initial decision from the subcommittee. The Associate Dean for Clinical Curriculum will consult the student and Clinical Operations Subcommittee and make a final determination regarding the request.

e. If a student has an absence after a rotation has started that could not be anticipated (e.g., illness or extenuating circumstance during which a student is unable to access the SASS), the student should:

   i. Contact the Course/Clerkship Director as soon as possible (preferably by phone or in person).

   ii. If clinical responsibilities have started, contact (via phone) the Course/Clerkship Director and/or Course/Clerkship Coordinator as outlined in the course/clerkship syllabus to inform them of the absence.

   iii. The absence should be submitted through the SSAS system within 24 hours of initial contact with the Course or Clerkship Director.

   iv. If a student absence is necessary on the day of an exam (shelf exam, OSCE, quiz or other), the student may be asked by the Clinical Operations Subcommittee to provide documentation, satisfactory to the Subcommittee, regarding his/her absence on that day. The exam must be completed within 2 weeks of the end of the course/clerkship.

Policy on Unexcused Absences during Clinical Curriculum

b) All unexcused absences will be reported by the Course/Clerkship Director or Coordinator to the Clinical Operations Subcommittee, and the student may be referred to the Student Professionalism and Academic Review Committee (SPARC).

c) Unexcused absences may result in remediation of some portion of the clerkship or failure of the entire course or clerkship as well as a referral to the SPARC.

Policy for Residency Interviews during Individualization

a) Most students will be interviewing for house officer positions during the fall of their senior year. The following policies apply to these absences.

   i. Only requests submitted through the SSAS will be considered by the Clinical Operations Subcommittee.

   ii. No more than 2 working days’ absence for residency interviews will be allowed during Acting Internship or Critical Care rotations, and those absences will be excused only if they are approved at least 14 days prior to the start of the rotation. Students who receive interview offers at short notice should communicate their absence needs to the Course Director to formulate a mutually agreeable plan for accommodating the absence and (if necessary) making up any additional missed time from the course. Short-notice absences would still need to be submitted in the SSAS system. A working days’ absence refers to any absence greater than 4 hours in duration.

   iii. No more than 4 working days’ absence for residency interviews will be allowed for all other rotations, and those absences will be excused only if they are approved at least 14 days prior to the start of the rotation. Students who receive interview offers at short notice should communicate their absence needs to the Course Director to formulate a mutually agreeable plan for accommodating the absence and (if necessary) making up any additional missed time from the course. Short-notice absences would still need to be submitted in the SSAS system. A working days’ absence refers to any absence greater than 4 hours in duration.

   iv. The student is responsible for checking with the individual Course Director to ensure that there are no additional requirements for attendance.
Policy for all other absences during Individualization

d) All other absences during the Individualization phase must comply with the above policies for excused and unexcused absences.

e) Failure to participate all scheduled days/shifts of a Year 4 rotation without an excused absence or appropriate remediation will result in no credit being awarded to the student for that course/clerkship.

ALL OTHER ABSENCES MUST COMPLY WITH THE ABOVE POLICIES FOR EXCUSED AND UNEXCUSED ABSENCES.

Failure to participate in the minimum number of days/shifts of a Year 4 rotation will result in the awarding of no credit to the student for that course/clerkship.

If patient care precludes you from being on time, patient care comes first.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Exposure to Infectious and Environmental Hazards Policy – MD Program

The purpose of this policy is to address issues related to:

- The education of medical students about methods of prevention.
- The procedures for care and treatment after exposure, including financial responsibility.
- The effects of infectious and environmental disease or disability on medical student learning activities.
- The timing of informing medical students about these policies.

This policy applies to all undergraduate medical education (MD) program students. Please review the POLICY GUIDELINES in our PolicyTech system.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Leave of Absence Policy

A Leave of Absence (LOA) is a break in the MD curriculum from the School of Medicine that extends, or is anticipated to extend, beyond six (6) weeks and may be granted at the discretion of the Associate Dean for MD Program Academic Affairs and the Associate Dean of Student Affairs (hereinafter “the Deans”). Students requesting a leave of absence (academic, medical, administrative, or personal) must submit the request and all supporting documents to the Registrar for consideration by the aforementioned Deans. Students must submit a request for a Leave of Absence at least 35 days prior to the date they are requesting the leave to begin (but are encouraged to initiate the process sooner, if possible, to prevent delays). Exceptions may be made for unforeseen emergency and time-sensitive issues. While a student is on an approved Leave of Absence, they will be neither assessed tuition nor eligible for financial aid from the School of Medicine. Students are required to remit full payment on all outstanding balances as noted in the PeopleSoft Student Center at least 60 days prior to their projected return date. If the Leave of Absence is less than 60 days in duration, full payment must be received prior to the student’s return date. Additionally, and unless specified otherwise herein, the student will not retain his/her student status or identification badge but may retain the School issued laptop computer and their institutional e-mail account within the discretion of the Deans. Access to various institutional software systems/programs may be deactivated during the approved leave of absence.

It is important for students to understand that the medical school curriculum is designed as a cumulative process; therefore, any disruption in the continuum of the curriculum may result in the need for repeating some of or the entire curriculum, depending upon the timing and duration of the absence. Students may be required to demonstrate their ability to advance to the next level of the curriculum if absent for longer than six (6) months. Students who have been placed on Warning or Probation are granted a return to the curriculum and will return to the same standing upon return.

Any leave of absence may postpone the student’s graduation date. The curriculum will not be adversely modified to make up for this lost time. Ordinarily, a LOA will not extend beyond 1 year and will end at a time allowing the student to return to the curriculum at the same point they exited. Return after a leave of absence requires that the student has met all other requirements for progression to the level at which he/she is returning, whether or not such requirements change during the leave period. In the event of a change of policy, return to the School of Medicine requires meeting the requirement(s) of the new policy. In addition, return to the curriculum is subject to the availability of space in the appropriate medical school class.
The period of leave for which the student has been approved counts toward the published maximum time frame in which an individual student will be expected to complete all requirements of the degree program. Under extraordinary circumstances as determined by the Associate Dean for MD Program Academic Affairs, the approved leave of absence time period may be excluded from the program’s published maximum timeframe.

Process for Requesting a Leave of Absence

A leave of absence, for whatever reason, may be granted at the discretion of the Associate Dean for MD Program Academic Affairs and the Associate Dean Student Affairs (hereinafter “the Deans”). Students requesting a leave of absence (academic, medical, administrative, or personal) must submit the request and all supporting documents to the Registrar for consideration by the aforementioned Deans. Upon receipt of all required documents, a meeting may be scheduled with the Deans for Student Affairs and Healthcare Education to discuss the request. Documents required to be submitted include: request form that will include the desired start date for the leave; the desired duration and/or completion date of the leave; a description of any activities to be pursued during the leave, including specific planned outcomes, if any; and, for leaves planned to pursue research of other education programs, the name(s) of any faculty supervisor(s). Where applicable and as indicated in this policy, other supporting documentation must also be submitted (for example, a letter from a treating provider, an acceptance letter to a degree program, an offer to work on a project in a research lab, or an acceptance/offer letter for a competitive fellowship). The Deans may request any additional documentation determined by them to be necessary for consideration of the leave request.

Leaves of absence are handled differently depending on the reason for the leave:

Academic

Ordinarily, a leave of absence is not granted for reason of academic difficulty. It is believed that remediation and enrichment practices to address academic difficulties will best occur while the student remains in the curriculum. An academic leave of absence is reserved solely for the purpose of retaking the Step 1 or Step 2 exam that requires the student to be absent from the curriculum longer than one (1) month. The leave shall be for the pursuit of remedial studies to pass the Step exam, and will be granted with an academic enrichment plan for future success. The Associate Dean for MD Program Academic Affairs and the Associate Dean for Student Affairs will discuss the student's educational standing and plan for supplemental instruction and educational enrichment. To return to the curriculum, the student must re-take the relevant Step exam. The amount of leave will be determined by the relative need for study time and ability to re-enter the curriculum at an appropriate point but may not exceed one (1) year.

Medical

A student with a health problem which limits their ability to perform as a student within the MD curriculum may be granted a medical leave of absence (ordinarily not to exceed one year) after review by the Deans. The student must submit documentation from a treating provider describing the medical concern, explaining the need for the leave of absence, and providing an opinion from the provider regarding his/her expectation that the student will be fit to return to the MD Curriculum at the conclusion of the leave of absence.

For students requesting a medical leave of absence, the Deans may request a second opinion from another provider. When seeking a second opinion, the student will be required to select a provider from a list of providers developed by the Deans. If the opinions of the treating and other provider differ, the Deans may accept the opinion of the provider chosen from the approved list of providers.

Administrative (Research Fellowship or Degree Program)

Students in the MD program (who are in good standing) who request to participate in a WFSM dual or joint degree program, pursue an advanced degree outside of WFSM, or desire to take time away from the curriculum to participate in a research project, may apply for an administrative leave of absence. The Deans will review the request and may grant approval for the leave based on the merits of the application. A student's dual, advanced or joint degree program or research fellowship cannot interfere or occur concurrently with the School of Medicine's MD curriculum, other than what is permitted during an approved leave of absence.

Personal

Students may request to take a leave of absence for personal reasons. A personal leave of absence enables a student to take time off, in extenuating circumstances, to address issues of a personal nature, such as, but not limited to, the death, disability or serious illness of a family member or financial crisis. The student's request for a personal leave of absence must explain how the student expects to cope with or address the situation that has resulted in the request for a personal leave. The Deans may consider whether the student requesting the leave of absence is experiencing academic difficulties or facing possible disciplinary action when determining whether to approve or deny the requested leave.

Required Meeting with a Financial Aid Counselor

A break in medical education may have implications for student loan deferment and repayment status, and therefore, all students taking a leave of absence are required to meet with a financial aid counselor in the School of Medicine. If possible, a student considering a leave of absence should meet with a financial aid counselor before submitting the leave request.
Details of student status while enrolled in another degree program will be determined on an individual basis. This meeting must be documented in the student’s file and signed by both the student and the consulting financial aid counselor. The documentation must indicate that the student understands and accepts the financial implications of the leave of absence.

**Plan for Return from Leave**

The official letter granting the leave will specify a notification-of-return date, as well as any conditions to be met prior to returning. The student is obligated to notify the Registrar, by the notification date (which will be at least 45 days prior to the anticipated return), of their desire to return, and to submit any documentation required by the School of Medicine to evaluate whether return conditions have been satisfied. This written notification is necessary to assure the student’s course scheduling for that academic year. Should a student fail to notify the school or meet the return conditions, they will be withdrawn from the School of Medicine and would need to apply for re-admission. Any student granted a leave must, upon his or her return, submit a letter requesting reinstatement to the Registrar. All required documentation for a return from leave of absence, including the Leave of Absence Return Form and physician’s statement, if applicable, must be submitted to the Registrar 35 days before the anticipated return date.

**Returning from a Medical Leave of Absence**

Prior to returning from a medical leave of absence and within the time period required above, the returning student must submit to the Registrar forms requesting return to the curriculum and documentation from a treating provider indicating the student is fit to return to the MD curriculum. The Deans may request a second opinion from another provider as previously noted. The student will be informed of the decision to restart the curriculum within 2 weeks prior to the requested date of re-entry.

**Extensions**

A leave of absence, for any reason, is generally limited to one year. Extension of a leave of absence may be granted under some circumstances, and required approval of the Deans. Students requesting an extension of a leave of absence must submit the request and all supporting documents to the Registrar for consideration by the Deans. If no extension is granted, and the student does not complete the appropriate returning paperwork in the allotted time, the student will be withdrawn from the School of Medicine.

**The decision of the Deans on any request for a leave of absence or an extension of a leave of absence is final.**

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).

**Withdrawal**

Students who wish to withdraw from the School of Medicine must complete the appropriate form, which requires approval from either the Associate Dean for MD Program Academic Affairs or the Associate Dean for Student Affairs. Students who withdraw from the program will have the grade of W (Withdraw) assigned for each course/rotation in progress.

A student who withdraws from the School of Medicine during a semester may be entitled to a refund of certain charges. A withdrawal also affects financial aid eligibility and could require a return of federal financial aid funds. Please see the Refund and Return of Financial Aid Funds Policy for further details.

Students will be required to meet with the following offices to complete exit procedures:

- Office of Financial Aid
- Student Financials
- Academic Applications
- Library
- Office of Student Records

Any student who has withdrawn and wishes to be considered for readmission must apply and follow all the processes and procedures of the regular admissions process. Applicants will be considered as described in the Policy on the Selection of Medical Students.
In addition to the policies outlined for all students enrolled in programs administered on the School of Medicine campus as found in this Student Handbook. Biomedical Graduate Program students are expected to familiarize themselves with the procedures, processes, and practices found in the 2022-2023 Graduate Bulletin for Biomedical Graduate Programs Administered on the School of Medicine Campus. The Graduate Bulletin may be found by current students in their All Graduate Student Canvas resource page or on the web here.
Program Overview

The Wake Forest University Graduate School of Arts and Sciences offers biomedical graduate degree programs in the following areas on the School of Medicine campus:

<table>
<thead>
<tr>
<th>Addiction Research and Clinical Health (MS)</th>
<th>Health Disparities in Neuroscience-related Disorders (MS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biochemistry and Molecular Biology (PhD)</td>
<td>Healthcare Leadership (MHL)</td>
</tr>
<tr>
<td>Biomedical Engineering (MS/PhD)</td>
<td>Integrative Physiology and Pharmacology (PhD)</td>
</tr>
<tr>
<td>Biomedical Informatics (MS)</td>
<td>Medical Physics (MS/CRT)</td>
</tr>
<tr>
<td>Biomedical Science (MS)</td>
<td>Microbiology and Immunology (PhD)</td>
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<tr>
<td>Cancer Biology (PhD)</td>
<td>Molecular Genetics and Genomics (PhD)</td>
</tr>
<tr>
<td>Clinical Research Management (MS)</td>
<td>Molecular Medicine and Translational Science (MS/PhD)</td>
</tr>
<tr>
<td>Comparative Medicine (MS)</td>
<td>Neuroscience (MS/PhD)</td>
</tr>
<tr>
<td>Genetic Counseling (MS)</td>
<td>Translational and Health System Science (MS)</td>
</tr>
</tbody>
</table>

The Graduate School also offers joint degree programs with the MD program and the Business School (MBA) for all listed PhD degree programs, with the MD program for the MS program in Translational and Health System Sciences, the PA program with the Molecular Medicine and Translational Science PhD program, and the undergraduate campus on BS/MS or BA/MS in Neuroscience.

Mentors for graduate students enrolled in the biomedical graduate programs are predominantly drawn from the School of Medicine and are focused on six key focus areas that the Medical Center has identified as core to our research expertise, with a desire to synergize across these areas as appropriate. The six areas of focus are:

**Cancer**
- Lung cancer
- Precision oncology
- Tobacco control

**Neurosciences/Brain**
- Substance abuse and addiction
- Pain

**Regenerative Medicine**
- Micro-nan fabrication
- Body on a chip
- In situ regeneration
- Manufacturing innovation

**Aging/Alzheimer's Disease**
- Healthy aging
- Effect of brain aging on peripheral metabolism and physical function
- Role of energy metabolism in the pathogenesis of Alzheimer’s disease and dementia

**Diabetes/Obesity /Metabolism**
- Translational programs in the precision medicine of diabetes and obesity
- Brain and metabolism
- Diabetes and heart disease

**Cardiovascular disease**
- Cardiovascular disease prevention
- Prediction and prevention of heart failure

Supporting these scientific focus areas are three primary activities and services that function to maximize the impact of our research, and particularly in our efforts to become a continuously learning health care system. These activities and services include Implementation Science; Clinical Informatics; and Population Health. As a learning healthcare system, we have the unique opportunity of translating the knowledge that we gain in our research environment into our business of improving health. Graduate students in biomedical sciences graduate programs have the opportunity to have an impact in these areas in support of improving human health.
# BOWMAN GRAY CAMPUS

## SUMMER 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>May 19</td>
<td>New Student Orientation</td>
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<tr>
<td>May 23</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>May 30</td>
<td><strong>MEMORIAL DAY HOLIDAY</strong></td>
</tr>
<tr>
<td>June 13</td>
<td>Last day to add/drop a course; <strong>Deadline for September graduates: Statement of Intent to Graduate Module</strong></td>
</tr>
<tr>
<td>July 4</td>
<td><strong>INDEPENDENCE DAY HOLIDAY</strong></td>
</tr>
<tr>
<td>July 5</td>
<td>Course Registration for the next term opens</td>
</tr>
<tr>
<td>August 9</td>
<td><strong>Deadline for September graduates: Last day to defend</strong></td>
</tr>
<tr>
<td>August 16</td>
<td>Classes End; <strong>Deadline for September graduates: ETD Student Advisor Agreement, submission of final copy of thesis/dissertation, Exit Survey</strong></td>
</tr>
<tr>
<td>August 17-20</td>
<td>Examinations</td>
</tr>
<tr>
<td>August 29</td>
<td>Grades Due</td>
</tr>
<tr>
<td>September 6</td>
<td>Graduation (Degrees Conferred)</td>
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## FALL 2022

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>August 24</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>August 26</td>
<td>Ethics/RCR Bootcamp (GRAD 713)</td>
</tr>
<tr>
<td>August 29</td>
<td>Classes Begin</td>
</tr>
<tr>
<td>September 5</td>
<td><strong>LABOR DAY HOLIDAY</strong></td>
</tr>
<tr>
<td>September 19</td>
<td>Last day to add/drop a course; <strong>Deadline for January graduates: Statement of Intent to Graduate module</strong></td>
</tr>
<tr>
<td>November 7</td>
<td>Course Registration for the next term opens</td>
</tr>
<tr>
<td>November 23-25</td>
<td><strong>THANKSGIVING HOLIDAY</strong></td>
</tr>
<tr>
<td>December 13</td>
<td><strong>Deadline for January graduates: Last day to defend</strong></td>
</tr>
<tr>
<td>December 15</td>
<td>Classes End</td>
</tr>
<tr>
<td>December 16-20</td>
<td>Examinations</td>
</tr>
<tr>
<td>December 19</td>
<td><strong>Deadline for January graduates: ETD Student Advisor Agreement, submission of final copy of thesis/dissertation, Exit Survey</strong></td>
</tr>
<tr>
<td>January 6</td>
<td>Grades Due</td>
</tr>
<tr>
<td>January 13</td>
<td>Graduation (Degrees Conferred)</td>
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</tbody>
</table>

## SPRING 2023

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 5</td>
<td>New Student Orientation</td>
</tr>
<tr>
<td>January 9</td>
<td>Classes begin</td>
</tr>
<tr>
<td>January 16</td>
<td><strong>MARTIN LUTHER KING JR. HOLIDAY</strong></td>
</tr>
<tr>
<td>January 30</td>
<td>Last day to add/drop a course <strong>Deadline for May graduates: Statement of Intent to Graduate module</strong></td>
</tr>
<tr>
<td>March 6 - 10</td>
<td><strong>SPRING BREAK</strong></td>
</tr>
<tr>
<td>March 20</td>
<td>Course Registration for the next term opens</td>
</tr>
<tr>
<td>April 7</td>
<td><strong>GOOD FRIDAY HOLIDAY</strong></td>
</tr>
<tr>
<td>April 20</td>
<td><strong>Deadline for May graduates: Last day to defend</strong></td>
</tr>
<tr>
<td>April 27</td>
<td>Classes end</td>
</tr>
<tr>
<td>April 28 – May 2</td>
<td>Examinations</td>
</tr>
<tr>
<td>May 2</td>
<td><strong>Deadline for May graduates: ETD Student Advisor Agreement, submission of final copy of thesis/dissertation, Exit Survey</strong></td>
</tr>
<tr>
<td>May 8</td>
<td>Grades Due</td>
</tr>
<tr>
<td>May 13</td>
<td>Hooding and Awards Ceremony/ Graduation (Degrees Conferred)</td>
</tr>
<tr>
<td>May 15</td>
<td>Wake Forest University Commencement</td>
</tr>
</tbody>
</table>
Physician Assistant Program

Our Physician Assistant Student Handbook can be found in the PolicyTech system and on the web at www.wakehealth.edu/Physician-Assistant-Program.

Program Overview

The Wake Forest University School of Medicine physician assistant program has a unique history of curricular innovation in medical education. From its beginning in 1969, it has featured inquiry-based, small-group, self-directed learning centered around real patient medical problems. We remain one of the few programs in the country with an educational experience focused on adult and applied learning principles. Our patient-centered approach immerses students in real-life cases and fosters their clinical problem-solving abilities.

The Wake Forest University School of Medicine PA Program is composed of diverse students whose individual characteristics comprise an extensive variety of life experiences, cultural, racial and ethnic backgrounds, academic studies, work history, volunteer exposures and leadership roles. The program attracts students from across the United States and is dedicated to preparing PA providers to serve across all communities and the entire spectrum of primary care and specialty scopes of practice.

The Wake Forest PA program is located on two campuses in North Carolina - one in the city of Winston-Salem and one in the western mountains of Boone in order to incorporate the rich experiences of both rural and urban exposures for students.
Important PA Policies

Please note that these are just a few selected policies for you to review. Please click on the triangle for a drop-down policy synopsis and visit our PolicyTech system for the unabbreviated versions of these and all applicable policies for PA students.

Advanced Placement Policy
The purpose of this policy is to set standards for advanced placement status in the Physician Assistant (PA) program at Wake Forest School of Medicine (WFSM). This policy applies to all prospective and current PA program students. The PA Program does not grant advanced placement outside of the Wake Forest School of Medicine or Graduate School.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Background Check and Health Screening Policy
PURPOSE: The purpose of this policy is to require all students who enter the PA Program to have a criminal background check completed prior to matriculation.

SCOPE: This policy applies to all Wake Forest School of Medicine PA Program students.

Health Screening
1. All students in the Wake Forest School of Medicine PA Program are required to undergo health screenings before matriculation and prior to beginning supervised clinical practice experiences (SCPEs). The health screenings may include but are not limited to: verification of required immunizations, FitTesting, TB testing, and drug screening.

2. Additional health screenings may be required to verify that the student meets technical standards. The student may be responsible for the cost of these additional screenings. If the student does not meet technical standards, this could disrupt the timeline and/or ability of the student to participate in program curriculum.

Background Check
1. A signed background check authorization form is obtained from each applicant who has accepted an offer of admission to the program. The cost of this background check is covered by the deposit paid by the student on acceptance to the program.

2. The criminal background check includes but is not limited to the following:
   a. National Sex Offender Registry search
   b. A determination of areas of residence for the past seven years through a social security number check
   c. A state and local (county)-level search based on areas of residence for the past seven years for:
      • All levels of criminal offense
      • All types of adjudications
      • All legal processes not yet resolved
      • All types of offenses

3. If additional background checks or health screenings are required, the student may be responsible for the cost.

4. An offer of admission and/or continued enrollment in the PA program are conditional upon results of the background check. Should the background check uncover a criminal history, an offer of admission may be revoked, or an enrolled student may be dismissed.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.

Student Employment Policy
The purpose of this policy is to establish employment expectations for matriculating students in the Wake Forest School of Medicine Physician Assistant (PA) Program.

This policy applies to all Wake Forest School of Medicine PA Program students.

Students must not work, substitute, or function as instructional faculty, clinical staff, or administrative staff in the Wake Forest School of Medicine PA Program itself, or in any instructional sites, to include clinical rotation sites where a student is placed.

Due to the rigorous nature of the curriculum, employment during the period of matriculation is highly discouraged.

For the most recent version and to view this policy in its entirety, please access the institutional policy site here.
Technical Standards for Admission, Continuation and Graduation

PURPOSE
These technical standards for PA Program admission, continuation and graduation specify the attributes and behaviors essential for successfully completing PA training within a generalist education model at Wake Forest School of Medicine and enabling each graduate to enter clinical practice. Within this document, the terms “applicant” and “candidate” mean an applicant for admission to the PA Program and an enrolled PA student who is a candidate for promotion and graduation. The Wake Forest School of Medicine PA Program will consider for admission any applicant who meets its academic and nonacademic criteria and who can perform the skills listed in this document, with or without reasonable accommodation consistent with the Americans with Disabilities Act and the Rehabilitation Act. Our institution does not discriminate based on race, color, national origin, religion, sex, age, sexual orientation, gender identity, gender expression, or physical or mental disability and is committed to the full and equitable inclusion of qualified learners.

SCOPE
This policy applies to all PA Program applicants and enrolled PA program students who are candidates for promotion and graduation.

Center (HPMC), Wake Forest Baptist Imaging, LLC (WFBI), NCBH Outpatient Endoscopy, Wake Forest Health Network (WFHN), and Premier Surgery Center.

POLICY GUIDELINES
Technical standards for PA Program admission, continuation and graduation

Students in the PA Program must possess the intellectual, physical and emotional capabilities necessary to undertake the required curriculum in a reasonably independent manner and must be able to achieve the levels of competence required by the faculty. A candidate for the Master of Medical Science (MMS) degree must have abilities and skills in the six functional areas described below.

1. Observation: In addition to being able to observe and obtain information from a patient in an encounter, the candidate must be able to observe and obtain information from demonstrations and experiments in the basic sciences.

2. Communication: Candidates must be able to communicate effectively and efficiently with classmates, faculty, patients, families and members of the health care team. They must be able to obtain a medical history in a timely fashion, interpret non-verbal aspects of communication, and establish therapeutic relationships with patients. Candidates must be able to record information accurately and clearly and to communicate effectively in English.

3. Motor: Students must possess the capacity to perform a physical examination and diagnostic examination and to provide or direct general care and emergency treatment to patients. Performing these examinations requires coordination of both gross and fine muscular movement.

4. Intellectual, conceptual, integrative and quantitative abilities: These abilities include measurement, calculation, reasoning, analysis and synthesis. Problem-solving, the critical skill demanded of PAs, requires that a candidate be able to learn, retrieve, analyze, sequence, organize, synthesize and integrate information efficiently and to reason effectively. In addition, the candidate should be able to measure and calculate accurately and to understand the spatial relationships of structures.

5. Behavioral and social attributes: Candidates must possess the maturity and emotional health required for full use of their intellectual abilities. They must accept responsibility for learning, exercise good judgment and promptly complete all responsibilities attendant to the diagnosis and care of patients. Candidates must be able to interact effectively, respectfully and professionally with patients, families and health care personnel. They must be able to tolerate taxing workloads and long work hours, function effectively under stress, display flexibility and adapt to changing environments. They must demonstrate regular, punctual attendance for academic and clinical activities. Candidates must be able to contribute to collaborative, constructive learning environments; accept constructive feedback from others; and take responsibility for making appropriate positive changes.

6. Ethical and legal standards: Candidates must understand the legal and ethical aspects of the practice of medicine and function within both the law and ethical standards of the medical profession. They must meet the legal standards to be licensed to practice medicine. As such, applicants for admission must acknowledge and provide written explanation of any felony offense or disciplinary action taken against them prior to matriculation. Students convicted of any felony offense while in PA school should immediately inform the Program Director of the conviction. Failure to disclose prior or new offenses can lead to disciplinary action that may include withdrawal of an offer of admission or dismissal from the PA Program.

Process for assessing compliance with the technical standards
By applying to the Wake Forest School of Medicine PA Program and by accepting an offer to matriculate, applicants are attesting that they have read and can meet these technical standards, with or without reasonable accommodations. After admission, students must continue to meet these standards until program completion and during PA school may be asked formally to re-attest that they do so. These standards are not intended to deter any student who might be able to complete the requirements of the curriculum with reasonable accommodations.

**Accommodation for students with disabilities**

An applicant or candidate may determine, after review of the technical standards, that they may require reasonable accommodations to successfully complete the program. In this case they should contact the Wake Forest University Center for Learning, Access, and Student Success (CLASS) to confidentially discuss their accommodation needs. The student is responsible for contacting CLASS and should do so as soon as possible after determining that accommodation may be needed. Accommodations are not granted retroactively and may take time to develop and implement; timeliness is essential to maximize the student’s chances to perform well in the curriculum.

The determination of whether an accommodation is reasonable is made thoughtfully by CLASS informed by the Department of PA Studies. Reasonable accommodations may include and are not limited to technological adaptations or trained intermediaries, such as interpreters or readers. To be considered a reasonable accommodation, an intermediary may facilitate but may not perform essential skills on behalf of the student. Nor is it permitted to use an intermediary whose powers of selection and observation mediate the student’s judgment. In all cases, a student with accommodations must continue to perform in a reasonably independent manner.

**Technical Standards - PA Program - WFSM**

For additional information about the process for assessing an applicant’s compliance with technical standards, please contact the Director of Student Services in the Department of PA Studies.

For additional information about applying for accommodations, please see the School of Medicine policy [Student Disability Accommodations Requests Policy and Procedures](#).

For the most recent version and to view this policy in its entirety, please access the institutional policy site [here](#).
Academic Calendars

PA Class of 2023 Academic Calendar

Pre-Clinical Year
Semester I
WS Housing for Boone Cohort Opens June 1, 2021
Program Orientation I June 2-3, 2021
Unit 1 Begins June 4, 2021
Unit 1 Final Examinations June 30, 2021
Program Orientation II/Unit 2 Orientation July 1 – July 2(a.m.), 2021
Boone Campus Move-Out July 2, 2021 (p.m.)
July 4th Holiday (observed) July 5, 2021
Boone Campus Orientation July 6, 2021 (a.m.)
Unit 2 Begins July 6, 2021 (p.m.)
Unit 2 Final Examinations August 30-September 3, 2021
Labor Day Holiday No Classes September 6, 2021
September Break-No Classes September 7-10, 2021

Semester II
Unit 3 Begins September 13, 2021
Mid-Unit Examinations October 25-26, 2021
Fall Break October 27-29, 2021
Thanksgiving Holiday-No Classes November 24-26, 2021
Unit 3 Final Exams December 13-17, 2021
Winter Break- No classes December 20, 2021-January 2, 2022

Semester III
Unit 4 Begins January 3, 2022
Martin Luther King Holiday-No Classes January 17, 2022
Unit 4 Final Examinations March 7-11, 2022
March Break-No Classes March 14-18, 2022
Unit 5 Begins March 21, 2022
Unit 5 Evaluation Week May 9-13, 2022
Preclinical Year Ends May 13, 2022

Clinical Year*
Semester IV
Clinical Year Prep Begins May 17, 2022
No Classes-Hold for AAPA Travel May 20, 2022
AAPA Annual Conference May 21-25, 2022
Break Week May 23-27, 2022
WS Housing for Boone Cohort Opens May 30, 2022
Memorial Day Holiday May 30, 2022
Clinical Year Prep Ends June 24, 2022
White Coat Ceremony June 24, 2022
Graduation May 15, 2023

*Specific dates for rotations and callbacks within the clinical year are to be determined.
## PA Class of 2024 Academic Calendar

### Pre-Clinical Year

**Semester I**
- WS Housing for Boone Cohort Opens: May 31, 2022
- Program Orientation I: June 1-2, 2022
- Unit 1 Begins: June 3, 2022
- Unit 1 Final Examinations: June 27-29, 2022
- Unit 2 Orientation: June 30–July 1, 2022
- Boone Campus Move-Out: July 1, 2022
- July 4th Holiday: July 4, 2022
- Boone Campus Orientation: July 5, 2022
- Unit 2 Begins: July 6, 2022
- Unit 2 Final Examinations: August 29-September 2, 2022
- Labor Day Holiday-No Classes: September 5, 2022
- September Break-No Classes: September 6-9, 2022

**Semester II**
- Unit 3 Begins: September 12, 2022
- Mid-Unit Examinations: October 24-25, 2022
- Fall Break: October 26-28, 2022
- Thanksgiving Holiday-No Classes: November 23-25, 2022
- Unit 3 Final Exams: December 12-16, 2022
- Winter Break- No classes: December 19, 2022 - December 30, 2022

**Semester III**
- Unit 4 Begins: January 3, 2023
- Martin Luther King Holiday-No Classes: January 16, 2023
- Unit 4 Final Examinations: March 6-10, 2023
- March Break-No Classes: March 13-17, 2023
- Unit 5 Begins: March 20, 2023
- Unit 5 Evaluation Week: May 8-12, 2023
- Preclinical Year Ends: May 12, 2023

### Clinical Year*

**Semester IV**
- Clinical Year Prep Separate Campuses: May 15-18, 2023
- No Classes-Hold for AAPA Travel: May 19, 2023
- AAPA Annual Conference: May 20-24, 2023
- Break Week: May 22-26, 2023
- WS Housing for Boone Cohort Opens: May 29, 2023
- Memorial Day Holiday: May 29, 2023
- Clinical Year Prep Ends: June 23, 2023
- White Coat Ceremony: June 23, 2023
- Clinical Year R1 Starts: June 26, 2023
- Graduation: May 18-20, 2024

*Specific dates for rotations and callbacks within the clinical year are to be determined.